DOCUMENT RESUME

ED 051 152 SP 007 202

AUTHOR	Molosky, Gerald; And Others
TITLE	Physical Education. Secondary
INSTITUTION	Bloomington Public Schools, Minn.
PUB DATE	69
NOTE	370p.
EDRS PRICE	EDRS Price MF-$0.65 HC-$13.16
DESCRIPTORS	*Curriculum Guides, Grade 7, Grade 8, Grade 9, Grade 10, *Physical Education, *Secondary Grades

ABSTRACT

GRADES OR AGES: Grades 7-10. SUBJECT MATTER: Physical education. ORGANIZATION AND PHYSICAL APPEARANCE: The guide is divided into six color-coded units, one each for athletic skills and games, fitness testing and body mechanics, rhythmical activities, simple games and recreational activities, tumbling and apparatus, and swimming. It is mimeographed and spiral bound with a paper cover. OBJECTIVES AND ACTIVITIES: Several introductory chapters develop a philosophy of physical education and related objectives for K-12. Charts indicating scope and sequence and suggested time allotments for K-12 are also included. One chapter describes methods of modifying specific activities for children with physical limitations and suggests procedures and forms to be used in setting up an adapted program. The major portion of the guide describes in detail specific activities in each of the above-mentioned categories, with specific objectives listed for each activity. Activity descriptions include suggestions for timing and appropriate grade levels. INSTRUCTIONAL MATERIALS: Materials needed for an activity are listed with the activity description. The guide also contains a short bibliography. STUDENT ASSESSMENT: Each activity description includes suggestions for evaluation, which include written tests, performance tests, or subjective evaluation by the teacher. (RT)

ED051152

SECONDARY

PHYSICAL EDUCATION

BLOOMINGTON
PUBLIC SCHOOLS 1969

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
OFFICE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

SP007202

1

ED051152

BLOOMINGTON PUBLIC SCHOOLS
INDEPENDENT SCHOOL DISTRICT NO. 271
BLOOMINGTON, MINNESOTA

BOARD OF EDUCATION

Mr. Luther Ford
Mr. Earl Fischer
Dr. Harley Racer
Mr. James D. Kempf
Mr. Richard A. Fisher
Dr. Robert Rainey

MR. FRED M. ATKINSON
Superintendent of Schools

Mr. P. Arthur Hoblit
Assistant Superintendent
Secondary Education

Mr. Bernard A. Larson
Assistant Superintendent
Elementary Education

Mr. Stanley Gilbertson
Director of Curriculum

PHYSICAL EDUCATION COMMITTEE

Mr. Gerald Molosky, Chairman

ELEMENTARY
Mr. Gene Anfinson
Mr. Charles Bianchi
Mr. John Bianchi
Mrs. Judith Dahlen
Mr. Dennis Malherek
Mr. Michael Santoro
Mr. Edward Scinto
Mrs. Priscilla Sondergaard

SECONDARY
Miss Jeanne Arth
Mrs. Maxine Bots
Mr. Ervin Deering
Mr. Jack Dryer
Mr. Lewis Forsmark
Miss Meredith Foss
Miss Joan Froh
Mr. Michael Karbo
Miss Allegra Nelson
Mr. Frank Oman
Mr. Marshall Radebach

PHYSICAL EDUCATION WRITING TEAM

Mr. Gerald Molosky, Chairman

ELEMENTARY
Mr. Dwayne Beidelman
Mr. John Bianchi
Miss Carol Gauderman
Mr. Michael Santoro
Mr. Edward Scinto

SECONDARY
Mr. James Bailey
Mr. Charles Coffee
Miss Patricia Hinkle
Miss Beverly Palmquist
Mr. James Wolf

Mr. Carl Knutson
Supervisor of Health-Physical Education Unit
Minnesota State Department of Education

ACKNOWLEDGEMENTS

Members of the Preliminary Curriculum Writing Team include:

Elementary

Mr. Gene Anfinson
Mr. Myrtle Baker
Mr. Dwayne Beidelman
Mrs. Gail Berger
Miss Carol Berset
Mr. John Bianchi
Miss Bonnie Brown
Mrs. Louella Chapiewski
Mrs. Carole Cordero
Miss Judith Dahlen
Mrs. Nancy Erler
Mr. Norman Feig
Miss Carol Gauderman
Mrs. Linda Gram
Mrs. Janet Halbur
Miss Betty Johnson
Miss Collette Johnson
Miss Mary Kaled
Miss JoAnn Klimisch
Mrs. Mary Knudsen
Mr. Dennis Malherek
Mr. Collin Moriarty
Mrs. Lynn Moss
Mr. Judd Nelson
Mr. Dean Rosenow
Mr. Robert Oothoudt
Mr. Edward Otto
Miss Dorothy Queen
Mr. Thomas Ritchey
Mrs. Joan Ross
Mr. Edward Scinto
Mrs. Dorothy Smith
Mrs. Priscilla Sondergaard
Mrs. June Stehr
Mrs. Donna Thelen
Mr. Michael Thomas
Mr. John Thomashek
Mrs. Elizabeth Vance
Miss Rosemary Wnethold
Miss Cheryl Wheeland
Miss Eleanor Wiebe

Secondary

Mr. Charles Aasen
Mrs. Mary Allen
Mr. Gerald Anderson
Mr. Richard Anderson
Miss Jeanne Arth
Mr. James Bailey
Mr. Bernon Berglund
Mr. Jack Born
Mrs. Colleen Brown
Miss Mary Jean Carlson
Mr. Charles Coffee
Mr. Virgil Clausen
Mr. Jack Dryer
Mr. David Dube
Mr. Lewis Forsmark
Miss Meredith Foss
Miss Joan Froh
Miss Joan Garvin
Mr. Clifford Gonyer
Mr. David Gustafson
Miss Mary Ann Hauge
Miss Patricia Hinkle
Mr. Duane Hoecherl
Mr. Doris Johnston
Mr. James Keelin
Mr. Dean Maas
Mrs. Joyce Martens
Miss Allegra Nelson
Mrs. Elaine Nelson
Mr. Frank Oman
Miss Edith O'Mera
Mr. Gerald Peterson
Mr. Ronald Peterson
Miss Sharon Petersen
Miss Marion Ulness
Mr. James Wolf

Mr. Carl Knutson, Supervisor of Health-Physical Education Unit
Minnesota State Department of Education

Cover Design by James Morgan

TABLE OF CONTENTS

Page

Acknowledgements i

Introduction. 1

Philosophy and Objectives K-12 3

Program Design K-12 4

Major Curriculum Areas and Yearly Time Allotments K-12 . . . 5

Scope and Sequence 7

General Teaching Suggestions
  Instructional Guidelines 9
  Pupil Management Guidelines. 11

Relative Contributions of Activities to Pupil Development . . 15

Adapted Physical Education
  Legal Requirements of Health and Physical Education Instruction in the State of Minnesota. 17
  Philosophy 18
  Organization and Administration Duties 19
  Procedures for Assigning Pupils to the Adapted Program . . 25
  Forms for Adapted Program 30

Suggested Modifications of Regular Physical Education Activities For Children With Physical Limitations 43

Organization of Instructional Units - Weekly Time Allotments 7-12.. 45

ATHLETIC SKILLS AND GAMES
  Weekly Time Allotment Chart. 47
  Basketball 48
  Field Hockey 58
  Touch Football 68
  Handball. 78
  Judo 82
  Soccer 86
  Softball 93
  Speedball 104
  Track and Field. 109
  Volleyball 124
  Wrestling 136

FITNESS TESTING AND BODY MECHANICS
  Weekly Time Allotment Chart. 143
  Fitness Testing. 144
  Body Mechanics and Postural Exercises 154

RHYTHMICAL ACTIVITIES

Weekly Time Allotment Chart. 167
Dance. 168
Rhythmic Gymnastics 173
Folk Dance - 7th Grade 178
Social Dance - 8th Grade 184
9th Grade 186
10th Grade 188
Modern Dance 190
9th Grade 194
10th Grade 197

SIMPLE GAMES AND RECREATIONAL ACTIVITIES

Weekly Time Allotment Chart. 203

Low Organized Games

Broomball 204
Deck Tennis. 211
Horseshoes 213
Indoor Hockey 217
Rope Skipping 219
Shuffleboard 225
Ice Skating. 231
Table Tennis 236

Life Time Sports

Archery 242
Badminton 249
Bowling. 255
Golf 261
Tennis 275

STUNTS, TUMBLING AND APPARATUS

Weekly Time Allotment Chart. 287
Gymnastics 288
Grade 7 Tumbling and Apparatus - Boys 296
Apparatus - Girls 300
Tumbling - Girls 306
Grade 8 Tumbling and Apparatus - Boys 309
Apparatus - Girls 313
Tumbling and Floor Exercise - Girls 319
Grade 9 Tumbling and Apparatus - Boys 323
Apparatus - Girls 327
Tumbling and Floor Exercise - Girls 334
Grade 10 Tumbling and Apparatus - Boys 338
Gymnastics and Apparatus - Girls 341
Tumbling and Floor Exercise - Girls 349

SWIMMING AND WATER SAFETY

Weekly Time Allotment Chart 355
Swimming and Water Safety 356

Bibliography. 365

INTRODUCTION

The curriculum guide is intended to serve as a guidance to teachers and buildings in providing essential activities and experiences for teaching physical education.

The material has been organized under major activity areas incorporating the unit approach with sufficient time allotments to allow for variety and balance in the fundamental skills taught.

The selection of curriculum materials is in keeping with the organizational concepts developed by the advisory committee and includes:

- Expansion of the movement exploration and problem solving approach to teaching physical education.
- Adherance to the state minimum requirement of five periods (twenty to thirty minutes each) per week, of elementary physical education instruction.
- High priority was given to the development of team sports and similar activities for grades five through eight.
- Unit approach to physical education instruction incorporated at all grade levels.
- Suggestions for the modification of activities when necessary to meet the limitations and needs of pupils in the adapted program.
- Greater emphasis given to recreational and lifetime sports in grades nine and ten.
- Selection of activities based on the principal that growth and development follow a predictable sequence, yet are unique for each individual.
- Organization directed at safety and health as a student-teacher responsibility.
- As a child improves in physical conditioning and motor coordination he is less prone to disease and accidents.
- Health and physical education attitudes and behavior arises from a variety of motivations.
- Utilization of health, physical education and recreation information is guided by values and perceptions.
- Physical fitness is just as important to the handicapped as it is to the healthy normal child.

Additional features giving an overall view of the relative values, depth and range of the activities being offered are:

- Yearly time allotments for major curriculum areas
- K-12, scope and sequence

- A chart showing the relative contributions of activities to pupil development
- Operational procedures for the Bloomington Adapted Program
- A unit on body mechanics and postural exercises
- Revised physical fitness testing program
- Suggested unit teaching and evaluation procedures.

PHILOSOPHY AND OBJECTIVES K-12

Statement of Philosophy

Physical Education is a vital and integral part of the school curriculum. It contributes to the total fitness, growth, and development of the child primarily through physical activities.

The aims of the Bloomington Physical Education program are directed toward the same general goals that give purpose to all learning processes of the total educational program, but more specifically to the physical and recreational development.

The general objectives of the Bloomington Physical Education program as they relate to the above philosophy are:

1. Physical Development
2. Social Development
3. Intellectual Development
4. Self-Realization
5. Worthy Use of Leisure Time

The specific objectives as they relate to the general physical education objectives:

1. The Objectives of Physical Development:

   The development and maintenance of neuromuscular skills, strength, endurance, organic power and coordination in accordance with each individual's potential.

2. The Objectives of Social Development:

   The development of characteristics such as citizenship, leadership, cooperation, sportsmanship, loyalty, appreciativeness and competitiveness.

3. The Objectives of Intellectual Development:

   The development of an understanding that will promote more efficient and effective mental and intellectual progress in the areas of knowledge, creativity and an appreciation of the values of rules, fundamentals and strategies.

4. The Objectives of Worthy Use of Leisure Time:

   The introduction, development and appreciation of physical activity for use in leisure time.

5. The Objectives of Self-Realization:

   The development of self-concepts which will aid the individual in the recognition of, the participation in, and the fullfillment of his obligations and opportunities.

HEALTH AND PHYSICAL EDUCATION CURRICULUM PROGRAM DESIGN K-12

	K	1	2	3	4	5	6	7		8		9		10		11	12
HEALTH CURRICULUM AREAS								B	G	B	G	B	G	B	G		
1. Health & Body Functions (Nutrition, growth & development, sleep, relaxation, exercise, recrea)	26	16	18	20	12	18	18	*	*	20	20						
2. Safety and First Aid (Pedestrian, bicycle, auto, playground, fire prevention & water)	14	14	20	22	16	16	18	#	#	17½	17½	60	60	30	30		
3. Personal/Mental Hygiene (Dental, prevention/care disease, consumer health)	18	18	16	12	18	14	12	#	#	15	15	5	5				
4. Family Life (Inter-family, interpersonal relationships, alcohol, tobacco & narcotics)	16	26	20	20	28	26	26	*	*	40	40	27½	27½	10	10		
TOTAL HEALTH PERIODS	74	74	74	74	74	74	74			92½	92½	92½	92½	40	40		
PHYSICAL EDUCATION CURRICULUM AREAS																	
1. Athletic Skills & Games	0	20	20	25	55	70	70	42½	35	42½	37½	30	30	60	50		
2. Fitness Testing & Class Organization	5	15	15	15	15	15	15	10	10	7½	7½	10	7½	15	15		
3. Movement Exploration & Body Mechanics	65	30	25	15	15	10	10	0	5	2½	7½	0	5	0	0		
4. Rhythmical Activities	45	55	45	30	25	25	25	5	10	5	5	5	10	10	20		
5. Simple Games & Recreational Activities	70	50	60	75	50	40	40	5	0	5	0	22½	12½	50	45		
6. Stunts, Tumbling & Apparatus	0	15	20	25	25	25	25	15	17½	15	20	15	17½	10	15		
7. Swimming & Water Safety	0	0	0	0	0	0	0	15	15	15	15	10	10	0	0		
TOTAL P. E. PERIODS	185	185	185	185	185	185	185	92½	92½	92½	92½	92½	92½	145	145		

*Integrated with Science (Grade 7)
#Integrated with Physical Education (Grade 7)

Elementary: Health and Safety - 2 - 30 minute periods per week
Physical Education - 5 - 30 minute periods per week
(Primary grades - additional 10 minute period per day)

Junior High: Health and Safety - 2½ - 55 minute periods per week
Physical Education - 2½ - 55 minute periods per week

Senior High: Health and Safety - 5 - 55 minute periods per week for 8 weeks
Physical Education - 5 - 55 minute periods per week for 29 weeks

Code: G = Girls B = Boys
Numerals denote periods.

MAJOR CURRICULUM AREAS AND YEARLY TIME ALLOTMENTS K-12

	Kinder-garten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7		Grade 8		Grade 9		Grade 10	
								Boy	Girl	Boy	Girl	Boy	Girl	Boy	Girl
Movement exploration & Body Mechanics	38%	16%	13%	8%	8%	5%	5%	0%	3%	2%	3%	0%	3%	0%	0%
Rhythmic Activities	22%	30%	22%	16%	14%	14%	14%	3%	6%	3%	3%	3%	6%	6%	11%
Stunts, Tumbling and Apparatus		8%	11%	14%	13%	13%	13%	8%	10%	8%	11%	8%	10%	6%	8%
Formal Fitness Testing		8%	8%	8%	8%	8%	8%	5%	5%	4%	4%	5%	4%	8%	8%
Simple Games and Recreational Act.	40%	28%	35%	40%	27%	22%	22%	3%	1%	2%	0%	13%	7%	27%	24%
Athletic Skills and Games		10%	11%	14%	30%	38%	38%	23%	17%	23%	21%	16%	15%	31%	27%
Swimming and Water Safety								8%	8%	8%	8%	5%	5%		
TOTALS*	100%	100%	100%	100%	100%	100%	100%	50%	50%	50%	50%	50%	50%	78%	78%

* Balance of the time in Secondary is spent in Health and Safety Instruction, with the exception of the 7th grade, where time is spent in other curriculum areas.

SCOPE AND SEQUENCE

Grade:	K	1	2	3	4	5	6	7		8		9		10	
								B	G	B	G	B	G	B	G
ATHLETIC SKILLS AND GAMES															
Track and Field	I	E	E	E	E	E	E	E	E	E	E	E	E	E	E
Softball (and lead-ups)		I	E	E	E	E	E	E	E	E		E		E	
Soccer				I	E	E	E		E	E					
Basketball						I	E	E		E	E	E	E	E	E
Touch Football								I				E		E	
Wrestling								I		E		E		E	
Volleyball					I	E	E	E	E		E	E	E	E	E
Speedball											I		E	I	
Field Hockey															I
Handball														I	
FORMAL FITNESS TESTING AND CLASS ORGANIZATION															
Class Organization and Testing	I	E	E	E	E	E	E	E	E	E	E	E	E	E	E
Conditioning & Therapeutic Exercise	I	E	E	E	E	E	E	E	E	E	E	E	E	E	E
MOVEMENT EXPLORATION & BODY MECHANICS															
Basic Body Movements	I	E	E	E	E	E	E								
Marching & Close Order Drills	I	E	E	E	E	E	E	E	E	E	E	E	E	E	E
Variety Squad Formation	I	E	E	E	E	E	E								
Posture & Body Mechanics	I	E	E	E	E	E	E	E	E	E	E	E	E	E	E
Basic Ball Skills															
Bouncing	I	E	E	E	E	E	E								
Rolling	I	E	E	E	E	E	E								
Throwing		I	E	E	E	E	E								
Catching		I	E	E	E	E	E								
Kicking		I	E	E	E	E	E								
Soccer Dribble		I	E	E	E	E	E								
Hitting		I	E	E	E	E	E								

MOVEMENT EXPLORATION & BODY MECHANICS															
Basic Body Movements	I	E	E	E	E	E	E								
Marching & Close Order Drills	I	E	E	E	E	E	E	E	E	E	E	E	E	E	E
Variety Squad Formation	I	E	E	E	E	E	E								
Posture & Body Mechanics	I	E	E	E	E	E	E	E	E	E	E	E	E	E	E
Basic Ball Skills															
Bouncing	I	E	E	E	E	E	E								
Rolling	I	E	E	E	E	E	E								
Throwing		I	E	E	E	E	E								
Catching		I	E	E	E	E	E								
Kicking		I	E	E	E	E	E								
Soccer Dribble		I	E	E	E	E	E								
Hitting		I	E	E	E	E	E								
RHYTHMICAL ACTIVITIES															
Creative Rhythms and Modern Dance	I	E	E	E	E	E	E		E		E		E		E
Singing Games	I	E	E	E	E	E	E								
Folk Dance		I	E	E	E	E	E	E	E						
Square Dance		I	E	E	E	E	E								
Social Dance										I	I	E	E	E	E
Rhythmic Gymnastics									I		E		E		E
SIMPLE GAMES AND RECREATIONAL ACTIVITIES															
Broomball								I		E		E		E	
Table Tennis								I	I	E				E	E
Bean Bag Toss	I	E	E	E	E	E	E								
Ring Toss	I	E	E	E											
Rope Jump		I	E	E	E	E	E	E	E		E		E		E
Hopscotch		I	E	E	E	E	E								
Box Hockey		I	E	E											
Areal Darts					I	E	E								
Tetherball					I	E	E								
Horseshoes					I	E	E	E	E	E	E	E	E	E	E
Shuffleboard					I	E	E	E	E	E	E	E	E	E	E
Skating (Ice)								I	I	E	E				
Indoor Hockey (Plastic Modified)					I	E	E	E		E		E		E	
Cageball								I		E					
Whiffleball					I	E	E	E		E		E		E	
Relays	I	E	E	E	E	E	E	E	E	E	E	E	E	E	E
Kickball			I	E	E	E	E								
Deck Tennis				I	E	E	E			E				E	E
Newcomb				I	E	E	E								
Life-Time Sports															
Archery												I	I	E	E
Bowling														E	E

Box Hockey		I	E	E											
Areal Darts					I	E	E								
Tetherball					I	E	E								
Horseshoes					I	E	E	E	E	E	E	E	E	E	E
Shuffleboard					I	E	E	E	E	E	E	E	E	E	E
Skating (Ice)								I	I	E	E				
Indoor Hockey (Plastic Modified)					I	E	E	E		E		E		E	
Cageball								I		E					
Whiffleball					I	E	E	E		E		E		E	
Relays	I	E	E	E	E	E	E	E	E	E	E	E	E	E	E
Kickball			I	E	E	E	E								
Deck Tennis				I	E	E	E			E				E	E
Newcomb				I	E	E	E								
Life-Time Sports															
Archery												I	I	E	E
Bowling														E	E
Tennis										I	I	E	E	E	E
Badminton														I	I
Golf												I	I	E	E
STUNTS TUMBLING & APPARATUS															
Basic Tumbling Stunts		I	E	E	E	E	E	E	E	E	E	E	E	E	E
Low Balance Beam		I	E	E	E	E	E								
Simple Combination				I	E	E	E	E	E	E	E	E	E	E	E
Side Horse								I		E		E		E	
Rings								I	I	E	E	E	E	E	E
Trampoline								I	I	E	E	E	E	E	
High and Low Horizontal Bars								I		E		E		E	
Tumbling	I	E	E	E	E	E	E	E	E	E	E	E	E	E	E
Uneven Parallel Bars									I		E		E		E
Medium High Balance Beam									I		E		E		E
Floor Exercise											I		E	I	E
Vaulting								I	I		E				
SWIMMING AND WATER SAFETY															
Group I Beginner								I	I						
Group II Intermediate										I	I				
Group III Survival												I	I		

ADAPTED PHYSICAL EDUCATION offered throughout the school year, grade 1 through 12.

Code:
I = Introduced
E = Expanded
B = Boys
G = Girls

GENERAL TEACHING SUGGESTIONS - SECONDARY

Instructional Guidelines

Organization

1. Keep in mind the general values and the graded concepts when conducting each instructional unit.
2. Introduce one or more new skills or ideas each day.
3. Plan to follow vigorous activities with less strenuous ones.
4. Have all needed equipment ready before the class begins.
5. Know the activity thoroughly before attempting to teach it.
6. Give particular attention to the exceptional child or refer for Adapted instruction.
7. Focus on individual instruction.
8. Organization of class into equal squads saves time and confusion for the daily lesson. Change squad leaders periodically.
9. To avoid hurt and embarrassment to the less skilled child, refer for Adapted instruction.
10. Encourage leadership and followership.

Control

1. Insist on attention and quiet when explanations and demonstrations are being given.
2. Maintain a happy and orderly atmosphere.
3. Use a quiet voice and manner. A whistle should be used sparingly.

Motivation

1. Display a genuine interest in the children and in the problems that arise from the activities.
2. Use visual aids when possible, particularly bulletin board materials.
3. Be positive, comment on good group relationship
4. Emphasize cooperation by the group. Give recognition (by comments) for good sportsmanship and encourage it at all times.

Safety

1. Inspect equipment and facilities regularly.

2. Teach the correct use of apparatus for maximum safety for all participants.

3. Good organization will encourage safety.

4. Designate "spotters" to supervise each piece of apparatus being used.

5. Be thoroughly familiar with the activity being taught or supervised.

6. Play areas should be free of glass, sticks, or other dangerous objects and obstacles.

7. Have definite rules regarding the recovery of balls, and other equipment which rolls into streets or roads.

8. Do not use walls or fences as goals or boundaries.

9. Do not permit bicycles on the playground.

10. Teach the proper way to tag so that children are not pushed or clothing is not torn.

Pupil Management Guidelines

Equipment Issue

1. Storage locker, towel, and combination lock should be issued the first week.

2. After the first week, boys should have the following uniform: shorts, T-shirt, supporter, sweat socks, tennis shoes, (sweat shirt is permitted). Girls: Tennis shoes, one-piece blue uniform, white socks (sweat shirts permitted for cold weather).

3. Health class - ARC First Aid Textbook, purchased by 9th graders. Text books provided for all other grades.

Physical Education Excuses in Writing

1. By parents if temporary illness or injury occurs the night before. Note: The nurse states that if you are well enough to attend school, then you are well enough to participate in physical education.

2. By the nurse - if injury or sickness occurs in school.

3. By your physician - may note the extent of your injury and the length of time that you will be excused from participation. Note: There is no acceptable excuse from active participation in physical education activities unless it is in writing signed by either parent, nurse or doctor. Students should not attempt to excuse themselves from participation in class. Adapted Physical Education will be provided for students unable to participate in the regular program.

4. Permission to return to active participation from a serious injury or illness should be by the attending physician only.

Showers

1. All participants shower after class, with no exceptions.

2. Warning - shower floors are slippery. Proceed with caution!

3. Keep soap off the shower floor.

4. Turn your shower off. Last one turns off all remaining showers.

5. Towels will be provided each student.

Conduct in the Locker Room

1. Accident risk is greater here than on the athletic field. Do not run, push, slide or wrestle with your neighbor.
2. Use only the locker assigned to you and keep it locked.
3. Hang on to your lock. Lost locks must be paid for.
4. Report locker damage or missing locks immediately.
5. Hang your street clothing.
6. Snapping towels can be dangerous to you and your neighbor.
7. Bottles of any description are not permitted in the dressing room.

Valuables

1. Do not leave valuables lying around. Lock them up.
2. Always check your locker, make certain that it is locked.
3. No valuables should be checked in the office.
4. Do not wear valuables to class, i.e., rings or watches.
5. Stealing will not be tolerated. Persons caught will be quickly taken to the Principal's Office.
6. Report missing articles immediately - before class is dismissed. The classes will be held until the lost article is found. (Warning - articles are sometimes planted purposely to catch suspects.)
7. Articles found in the locker room should be turned into your instructor immediately. Missing articles found on your person make you a suspect.
8. Check with your instructor daily for missing locks. They often show up a day or two later. Missing valuables as well.
9. Keep your combination to yourself - don't even tell your best friend.
10. Do not ask your instructor for your friend's combination - it will not be given out.

Halls and Corridor

1. Do not loiter in the halls, remain in the locker room until the dismissal bell. Students found in the corridor will be suspected of trying to sneak out early.

2. Do not run or hit at the low ceiling tile.

3. Keep quiet in the halls, there are classrooms nearby.

4. Keep to the right when passing through the swinging doors.

5. Do not play with the light switches, fire alarm, or bell.

Conduct in the Gym

1. Street shoes are not permitted on the gym floor.

2. Do not wear black soled shoes that will leave marks on the floor.

3. Do not set up any apparatus without permission, i.e., ropes, rings, trampolene, high bar - don't be responsible for an accident.

4. Stay off bleachers when closed.

5. Do not touch equipment belonging to the other classes - report directly to your station.

6. Carry mats, do not drag them. Keep mat carts off the main court.

7. Squad leaders are in charge when the instructor is not present.

8. Do not climb or hang on the back boards or nets.

9. Do not throw or kick balls at the ceiling.

Bulletin Boards

1. Check for notices and other information every day.

2. Do not add or remove notices.

3. Check for weekly bulletin, lunch schedule, library fine list, Honor Roll, etc.

Injuries and Infection

1. Report all injuries to your instructor, no matter how minor, i.e., floor or mat burns, cuts, sprains, etc.
   (Injuries sustained in class and not reported cannot be covered by the school insurance.)

2. Infections like plantars warts, athletes foot, impetigo and ringworm spread rapidly. Report these immediately.

3. Launder your uniforms regularly - at least once a week.

Requirements for Interscholastic Competition

1. Medical examination filled out on the school form and turned in to the school nurse.

2. Parent permit slip signed and turned in to the nurse.

3. Fee for the accident benefit fund or a parental note certifying you to play without this coverage.

4. Towel and lock fee.

NOTE: All of these must be turned in to the school nurse before Pupils' can be issued a uniform or report for practice.

RELATIVE CONTRIBUTIONS OF ACTIVITIES TO PUPIL DEVELOPMENT

Code:
H= High
M= Medium
L= Low

Curriculum Area	Activity	PHYSICAL DEVELOPMENT								Social	Intel-lectual	Self Re-alization	Leisure Time
		Endur-ance	Agility	Flexi-bility	Hips Legs	Abdo-men	Laterals	Back	Shoulders Arms				
	Basketball	H	H	M	H	L	L	L	L	H	H	M	L
	Field Hockey	H	H	H	H	M	M	L	M	H	H	M	L
ATHLETIC	Football-touch	H	H	M	H	H	M	M	H	H	H	M	L
SKILLS	Handball	M	H	M	H	L	M	M	H	L	M	M	M
	Judo	H	H	H	H	H	H	H	H	L	H	H	M
AND	Soccer	H	H	H	H	M	M	M	L	H	H	M	L
	Softball	M	M	L	M	M	M	M	M	H	H	M	M
GAMES	Speedball	H	H	M	H	M	M	M	H	H	H	M	L
	Track & Field	H	M	H	H	M	M	M	M	M	M	H	M
	Volleyball	L	M	M	M	L	M	L	M	M	M	L	H
	Wrestling	H	H	H	H	H	H	H	H	L	H	H	L
FITNESS	Broad Jump	L	L	M	H	L	L	L	L	L	L	M	L
	Dipping	L	L	M	L	L	M	L	H	L	L	M	L
TESTING	Potatoe Race	L	M	L	H	L	L	L	L	L	L	M	L
	Pull-ups	L	L	M	L	L	M	L	H	L	L	M	L
Reliability	Posture Hang	L	L	L	L	L	L	L	H	L	L	M	L
	Rope Jump	M	M	M	M	L	L	L	L	L	L	M	M
and Objectivity	Run Walk (300 - 600 Yd.)	H	L	M	M	L	M	L	L	L	L	M	H
	Sit-ups	L	L	M	L	M	L	M	L	L	L	M	M
	Squat Jump	H	M	H	M	M	M	M	M	L	L	M	L
MOVEMENT EXPLORATION		See: Specific Activities Values								H	H	H	
BODY MECHANICS										L	H	H	
	Creative	L	M	M	M	L	L	L	M	L	H	H	M
RHYTHMICAL	Circle	M	M	M	M	L	L	L	L	H	M	M	M
	Folk	H	M	M	H	M	M	M	L	H	M	M	H
ACTIVITIES	Gymnastics	L	M	M	L	M	M	M	M	L	H	H	H
	Modern	L	H	H	M	M	M	M	M	L	H	H	M
	Social	M	M	M	H	M	M	M	L	H	M	M	H
	Square	H	M	M	H	M	M	M	L	H	M	M	H

Curriculum Area	Activity	PHYSICAL DEVELOPMENT								Social	Intellectual	Self Realization	Leisure
		Endurance	Agility	Flexibility	Hips Legs	Abdomen	Laterals	Back	Shoulders Arms				
SIMPLE	Bean Bag Toss	L	L	L	L	L	L	L	L	L	L	L	L
	Broomball	M	M	M	H	M	M	L	M	H	M	M	M
GAMES AND	Cageball	L	L	L	L	L	L	L	M	M	L	L	M
	Deck Tennis	L	M	L	M	L	L	L	L	M	L	L	H
RECREATIONAL	Hop Scotch	L	M	L	M	L	L	L	L	L	L	L	M
	Horseshoes	L	L	L	L	L	L	L	M	L	L	L	H
ACTIVITIES	Hockey-Indoor	H	L	L	H	L	L	L	M	M	M	M	M
	Kickball	M	M	L	M	M	L	M	M	M	M	L	M
	Newcomb	L	L	L	L	L	L	L	L	M	L	L	M
	Paddleball	M	H	M	H	M	M	M	M	L	M	L	M
	Relays		(Relative to Particular Activity)										
	Rope Jumping	H	M	L	H	L	L	L	M	L	M	M	M
	Shuffleboard	L	L	L	L	L	L	L	L	L	L	L	H
	Skating	M	H	M	H	L	L	L	L	M	L	L	H
	Table Tennis	L	M	L	M	L	L	L	L	L	L	L	H
	Tetherball	L	L	L	M	L	M	M	M	L	L	L	H
	Whiffleball	L	M	L	M	M	M	M	M	M	M	L	M
LIFETIME	Archery	L	L	L	L	M	M	M	H	L	L	L	H
	Badminton	M	H	M	M	M	L	M	M	L	M	L	H
SPORTS	Bowling	L	L	L	M	L	L	L	M	L	M	L	H
	Golf	L	L	L	M	L	M	L	M	L	M	L	H
	Tennis	M	H	H	H	M	M	M	M	L	L	L	H
STUNTS	Basic Tumbling	L	H	H	M	M	M	M	H	L	L	M	L
	Balance Beam	L	H	H	M	M	M	M	M	L	L	M	L
TUMBLING	Floor Exercise	L	H	H	M	M	M	M	H	L	M	M	L
	High Bar	L	H	H	L	H	H	M	H	L	M	M	L
AND	Parallel Bars	L	H	H	L	H	H	M	H	L	M	M	L
	Rings	L	H	H	L	H	H	M	H	L	M	M	L
APPARATUS	Side Horse	L	H	H	M	H	H	M	H	L	M	M	L
	Trampoline	H	H	H	H	H	M	M	L	L	M	M	L
	Uneven P-Bars	L	H	H	L	H	H	M	H	L	M	M	L
	Vaulting	L	M	M	H	M	M	M	M	L	M	M	L
SWIMMING	Beginner	M	M	L	H	M	M	M	M	L	L	M	H
AND WATER	Intermediate	H	M	M	H	M	M	M	M	L	L	M	H
SAFETY	Survival	H	M	M	H	M	M	M	H	L	M	M	M
	Life Saving	H	M	M	H	M	M	M	H	L	M	M	L

Bibliography: LaPonte, William R., The Physical Education Curriculum, College Book Store, Los Angeles 7, Calif., 1955
Larson, Leonard A. and Richard D. Yocom, Measurement and Evaluation in Physical, Health and Recreation Education, (Mosby, 1951) p. 18
[illegible]ein[illegible], A[illegible]ur [illegible]nd [illegible]rs, [illegible] to [illegible]ep F[illegible] and [illegible]e I[illegible] Chic[illegible] Co[illegible]lid[illegible] Bo[illegible] Pub[illegible]ers [illegible]c. [illegible]

THE LEGAL REQUIREMENTS FOR HEALTH AND PHYSICAL EDUCATION INSTRUCTION IN THE MINNESOTA STATUTES 1945, Sec. 131.13 CLEARLY STATE THAT --

"There shall be established and provided in all public schools of this State, physical and health education, training, and instruction of pupils of both sexes. Every pupil attending any such school, in so far as he or she is physically fit and able to do so, shall take the courses provided by this section. In addition, modified courses shall be provided for students physically or mentally unable or unfit to take the courses prescribed for normal pupils. Nothing in this section or in section 120.11 subdivision 14, shall be held or construed to require any pupil to undergo a physical or medical examination or treatment if the parent or legal guardian of the person of such pupil shall in writing notify the teacher or principal or other person in charge of such pupil that he objects to such physical or medical examination or treatment; provided that high school students in the junior or senior years need not take the course unless required by the local school authorities."

(Minnesota Statutes 1945, Section 131.13)

"No physically handicapped child will be excused from physical education even though his condition warrants very limited activity. He should be made to feel that he has a definite place in the physical education program."

THE PHILOSOPHY OF THE ADAPTED PHYSICAL EDUCATION PROGRAM

This program is designed to meet the special educational needs of those disadvantaged students in Bloomington, grades one through twelve, who are physically unable to participate fully in the regular Physical Education Program. Specifically, this includes:

- Those students who are medically excused from participating in the regular Physical Education Program.
- Students with permanent or temporary disabilities, due to accident or disease, who would benefit from special exercises or activities modified to meet their needs.
- Students unable to participate above a 20% level in physical fitness and motor skill activities as evaluated in the regular Physical Education Program.

GENERAL OBJECTIVES:

- Screening and identification of children K-12 with special needs in physical education.
- Processing medical referrals to obtain physician's authorization and health diagnostic information on children with medical problems.
- Development of individualized instruction programs in consultation with medical authorities focusing on pupil's needs.
- Aid children with permanent disabilities in emotional and social adjustment.
- Protect pupil's condition from aggravation by acquainting him with his limitations and the importance of working within his exercise tolerance.
- Provide opportunity for improvement in organic vigor, muscular strength and fundamental skills.
- Contribute to the child's knowledge and skill in recreational games suitable for leisure time activity.
- Provide opportunity for participation in integrated classes when the activity is suitable to the child's limitations.

ORGANIZATION AND ADMINISTRATION

DUTIES OF BUILDING PERSONNEL IN THE ADAPTED PHYSICAL EDUCATION PROGRAM

PRINCIPAL

Establishes special physical education classes to meet adequately the needs of pupils recommended to adapted physical education by the school nurse, physical education teacher, counselor or psychologist.

Encourages the cooperative relationship between the parents, nurse, adapted teacher, counselor, and other personnel participating in the organization and administration of the adapted physical education program.

Provides for suitable facilities and special equipment needed for instructional purposes in the adapted physical education program.

COUNSELOR

Serves as a member of the adapted education building committee.

Coordinates the procedures for programming pupils into the adapted physical education program.

Adjusts, if necessary, an 11th through 12th grade pupil's program so that he may be enrolled in a segregated or partially segregated, class in the adapted program according to his needs as recommended by his family physician.

PHYSICAL EDUCATION DEPARTMENT CHAIRMAN OR ELEMENTARY CONSULTANT

Holds conferences and meetings with the physical education teacher when necessary to discuss various aspects of the adapted program, such as: the objectives of the program, class size, enrollment procedures for the segregated classes, partially segregated classes, and the integrated activity program.

Coordinates the health instruction program of pupils in adapted physical education.

Establishes a cooperative working relationship among the personnel concerned with the adapted physical education program, namely: the school physician, nurse, adapted physical education teacher, counselor, and other physical education staff members.

Assists in processing medically restricted pupils referred for the adapted "segregated" class.

Assists in compiling a list of pupils, approved for assignment to the segregated class of the adapted physical education program.

Serves as chairman of the physical education building committee.

Notifies the adapted physical education teacher and the counselor (if program change is indicated) when the pupil is ready for assignment to the adapted physical education program.

Checks to see that all referrals are counseled at the time of their referral to the adapted program, concerning the values, benefits, medical requirements, and the privilege of participating in the program. This counseling should be done in a conference between the adapted teacher and pupil, or the regular physical education teacher and pupil, or the school nurse and pupil, or the counselor and pupil.

Is responsible for seeing that the pupil's health folder contains the required information:

- The Teacher's Referral Form, approved by the principal (CD-AP-1-68)
- Student's Health Record Form (CD-AP-4-68)
- Physician's findings and recommendations on Medical Activity Guide Form (CD-AP-3-68)
- Pupil Composite Record Form with changes (CD-AP-5-68)

Interprets the special health status of pupils enrolled in adapted physical education to the school personnel, and especially to teachers in charge of extra-curricular activities.

Assists in interpreting the adapted physical education program to the physician, parent, and school personnel.

ADAPTED SPECIALIST

Is responsible for teaching students assigned to the segregated classes in the adapted physical education program.

Develops individualized instruction programs for each pupil in the segregated class focusing on the physicians recommendations.

May take the initiative in requesting building committee meetings as problems arise in the adapted program.

Assist department chairman in processing referrals for assignment to the adapted physical education program in cooperation with the school nurse.

Refers pupils with severe deviations to the nurse for possible diagnostic services at school health centers.

Recommends to the administration, through proper channels, the needs of the adapted program pertaining to the number of classes, equipment and facilities.

Works closely and cooperatively with the department chairman and other staff members in carrying out the functions of the adapted program.

Works closely with each pupil to gain an understanding of his social, emotional, and physical needs, and to establish a friendly and personal relationship with him.

Keeps a cumulative health record of each pupil enrolled in the adapted class each semester.

Interprets the adapted physical education program to the parent and school personnel, physician, nurse, faculty coordinator and counselor.

Plans and organizes, with the help of the other physical education teachers, the posture screening program for the entire school.

Is responsible for the following reports and records:

1. Teacher Referral Form (CD-AP-1-68)
2. Health Record Form (CD-AP-4-68)
3. Medical Activity Guide Form (CD-AP-3-68)
4. Pupil Composite Record(CD-AP-5-68)
5. Pupil Exercise Progress Form
6. Test results Form

Submits the name of each pupil enrolled in the adapted class to the health office.

Checks that the adapted room is neat and clean and that the equipment and supplies are arranged in an efficient manner.

ELEMENTARY ADAPTED CONSULTANT

The primary responsibility of the elementary consultant will be to assist with the implementation of the adapted program in their assigned buildings. They will teach the pupils assigned to the segregated classes and assist classroom teachers with their integrated program. In addition, elementary consultants will:

- Assist classroom teachers in conducting student screening and referrals.
- Teach students with disabilities assigned to the segregated classes.
- Assist classroom teachers in the integrated classes - planning, organizing and presenting modifications necessary to meet the needs of students in the adapted program.
- Serve as a resource person, providing instructional materials, methods and procedural suggestions for classroom teachers.
- Assist classroom teachers in the evaluation of their students and setting up local standards and techniques leading to a program improvement.
- Occasionally, and at the request of the classroom teacher, introduce new materials and demonstrate the more technical skills to a class of children.
- Conduct inservice training for the classroom teacher when the need arises.
- Interpret the values of physical education to the staff and the public.

MEDICAL CONSULTANT

Help interpret and clarify medical restrictions imposed upon adapted students by their family physician.

Approves the individual activity program of pupils with medical limitations.

May recommend additional diagnostic services for pupils in the segregated adapted physical education program.

Is available to the adapted teacher for consultation as problems arise with pupil activity programs.

Is available for teacher in-service as the need arises.

Conditions for which teachers may require medical consultation are:

1. Consitions requiring medical restriction from activities in the regular physical education program, such as:
   - a. Asthmatic or severe allergies
   - b. Cardiac conditions
   - c. Orthopedic disabilities with impaired locomotion
   - d. Post-operative and convalescent

2. Conditions requiring partial restrictions or the avoidance of certain activities, such as:
   - a. Certain deformities and amputations
   - b. Epilepsy
   - c. Hernia
   - d. Marked atrophy or loss of muscle tone (tissue)
   - e. Osgood-Schlatter's disease
   - f. Partial sight or blindness
3. Postural deviations requiring special exercises to prevent further malformation, such as:
   - a. Foot divergencies
   - b. Kyphosis
   - c. Lordosis
   - d. Scoliosis

4. Non-medical conditions, such as:
   - a. Low physical fitness and low sport skills - unable to perform above a 20% profile level in objective fitness and motor skill tests
   - b. Glandular disturbances
   - c. Emotional proble[illegible]

NURSE

Serves as a member of the physical education building committee.

Assists in identifying eligible pupils for assignment to adapted physical education.

Assists in the follow-up of medical examinations, of pupils referred to the adapted class.

Assists in compiling a list of pupils who have been approved for assignment to the segregated class of the adapted physical education program.

Follows up on any recommendations made by the family physician concerning pupils enrolled in the adapted physical education program.

Interprets the health status of pupils in the adapted class to the adapted physical education teacher and other personnel in the school.

Assists in interpreting the adapted physical education program to the physician, parent, and school personnel.

Recommends adequate health protection for pupils in the adapted physical education class who are returning to school after a severe cold or protracted illness. Such adequate health protection consists of one or all of the following programs:

1. Curtailment of specific activities in the regular physical education program.
2. Assignment to the segregated class.

Records and attaches all clinical reports, and correspondence to pupil health card and referral form.

Assists in recording on the health card the date of the pupil's enrollment in or release from the adapted physical education class.

PHYSICAL EDUCATION BUILDING COMMITTEE

It is advisable for each building to periodically hold Physical Education Building Committee meetings to help establish and maintain the adapted physical education program.

The Physical Education Building Committee should meet at least twice during each semester to evaluate and formulate plans for effective implementation of the total health and physical education program.

The following personnel should be represented on this committee:

1. Administrator
2. Department head
3. Adapted physical education specialists
4. Physical education teachers
5. Nurse
6. Counselor
7. School psychologist

Specifically this committee should meet to:

1. Consider and approve student referrals and withdrawals.
2. Approve individual programs proposed for each student.
3. Advise in class scheduling.
4. Advise in use of building facilities.
5. Approve the purchase of equipment and supplies.
6. Assist in communication and program articulation within the building and between schools.

PROCEDURES FOR ASSIGNING PUPILS TO THE ADAPTED PHYSICAL EDUCATION CLASS

GENERAL SCREENING PROCEDURE

In the fall and spring each school in conjunction with their fitness testing will conduct a general screening of all pupils in grades one through ten to identify those students eligible for scheduling into the adapted program. Notification of sixth and ninth grade referrals should be sent to those schools receiving these children.

A general criteria for identifying these students, in order of priority, should be followed and includes:

- Students medically excluded from regular physical education instruction.
- Students with temporary disabilities due to accident or disease.
- Students attending physical education classes but not participating in the activities above a 20 percent level as evaluated by standard fitness and motor skill tests.

REFERRALS

All referrals to the adapted program shall be approved by the administrators and sent to the Physical Education Department chairman on Form SCAP-PE 1-66. Administrators will accept only those referrals that are made by the school nurse, physical education teachers, counselors, and psychologists, based on health records, physical fitness and motor skill tests and any other evaluations which help identify the special student. These referrals will probably occur all during the year as students are identified due to illness, accidents or student transfers. As these classes are limited to 15 to a class, referrals will be accepted in the order of priority and a waiting list set up for those students not immediately admitted.

STUDENT REFERRAL CONFERENCE

It is imperative that immediately following the referral, the person making the referral or the adapted physical education instructor, should arrange for a conference with each student. This initial conference is designed to:

- Inform the student of his referral and the reasons.
- Acquaint the student with the advantages of participating in the adapted program.
- Gain his confidence and his cooperation.
- Inform the student of the medical requirements and their importance to the program if he has a medical excuse from physical education.
- Eliminate any apprehension or faulty concepts the student may have concerning the program.
- Develop student receptivity for the program, and you will have receptive parents.

PROCESS MEDICAL REFERRALS

Students with medical disabilities will be assigned to the adapted class only after their "Health Record" (see Form CD-AP-4-68) and "Medical Activity Guide" (see form CD-AP-3-68) are completed and approved by a physician and are on file in the nurse's office. Both of these forms will be mailed to the student's parents accompanied by a letter (see Form CD-AP-2-68) informing them of the purpose and the requirements of such a program.

INDIVIDUAL STUDENT PROGRAMS

As the physician's reports are returned on each medical referral, they are submitted to a special committee made up of the nurse, counselor, department chairman and the adapted instructors. It is the responsibility of this group to decide which program (segregated, partially segregated, or integrated) is best suited for each child and set up individualized activity programs based on the physician's recommendations and the student's limitations. If further diagnostic information is required, the committee should contact the school medical consultant or psychologist.

The importance of following this program should be stressed upon each pupil during the pupil-teacher conferences. (See programming).

It is possible that further modifications and changes may be necessary as the student participates during the year, and when this happens, physicians and parents should be notified. Each individualized activity program devised for the medically handicapped student should adhere to the physician's recommendations. A copy of the pupil's activity program may be sent home to the parents along with any special home exercises. (See Form CD-AP-5-68)

PROGRAMMING

When the medical forms of students with disabilities have been received by the Department Chairman, the counselor should be notified so that the student may be assigned to the adapted program. If the type of program (segregated, partially segregated, or integrated) is unknown at this time, the counselor should arrange for a conference between the new student and the adapted teacher. The adapted teacher should be prepared at this time to go over the results of the medical diagnosis, physician's recommendations, and the individual's activity program with the student. The purpose of this second conference is to:

- Explain the limitations placed upon the student by the examining physician.
- Student should have a clear idea of the improvements expected,
- Plan the exercise program and show the student how it is related to his special needs,
- Determine the student's recreational interests and desires,
- Make certain the student knows what sport activities he may participate in and any modifications that are necessary,
- The proper use of special equipment such as stall bars, weights, wall pulleys, pull-up bars, exercycle, and speed bag should be demonstrated and explained.
- Plan home work assignment relative to types of activities, best time of day, and the amount of time to be spent,

- Motivate the student by assuring him that he can achieve his objectives,
- Note any symptoms of maladjustment or unfavorable attitudes or discouragement,
- Check into the student's living habits and any problems he may have in achieving or maintaining proper health hygiene.

  Student Interview form may be used for this purpose.

TYPES OF CLASSES IN THE ADAPTED PHYSICAL EDUCATION PROGRAM

Three types of classes are available in an effort to provide the flexibility necessary to the needs of those students referred to the adapted program.

SEGREGATED CLASSES

Adapted physical education in place of regular physical education instruction. Only referrals who have been medically restricted from participating in the regular physical education program, or whose needs cannot be adequately met in the regular program, should be scheduled for this type of instruction. Segregated classes call for individualized instruction and as such, should be limited in size to 15 students at any one time. Students assigned to this program are coded to the adapted instructor and remain with him for the balance of the school year.

PARTIALLY SEGREGATED

Adapted physical education class one or two days; regular physical education the remaining periods each week. This type of scheduling has the advantage of providing for special needs in an adapted section and at the same time placing a child in a regular class for natural life experiences. Students assigned to this program are coded to a teacher in the regular program.

INTEGRATED CLASS

Students recommended for this program need not be rescheduled but remain in the regular program with curriculum instruction modified to meet their needs. Physical education students whose programs cannot be rescheduled or schools lacking facilities would automatically fall into this program.

CLASS SCHEDULING POLICIES

The adapted physical education class may have to be considered as one of the first classes scheduled in the fall in order to insure segregated instruction for the medical referrals and others who are recommended for this type of education.

Only those medical students who will remain in the segregated class for the year should be coded to the adapted teacher.

Because of the individualized nature of the "segregated" program, class size should be limited to 10 students at any one time, and the adapted teacher should have a reduced teaching load. These arrangements are recommended because of the amount of planning, close supervision, record keeping, conferences and special counseling required.

The length of class periods will be the same as those in the regular program (50 to 60 minutes in the case of the secondary schools).

Although students will be encouraged to work as long as they can, they will be permitted to stop any time they feel they have had enough without fear of reprimand or sense of guilt. In some cases the student may stop merely for a rest and then resume activity. Students will be encouraged to shower, those who can, and allowances will be made for extra time.

Students should be rescheduled to the regular class as soon as they are able and approved by a physician.

PROCEDURES FOR CLASS SCHEDULING OF REFERRALS DURING THE SCHOOL YEAR

Non-medical referrals may be scheduled immediately upon acceptance by the adapted teacher and will usually participate in a partially segregated or integrated program. These students should be coded to the regular physical education teacher and assigned to the adapted program.

Medical referrals may be scheduled for the segregated or partially segregated program but should not be permitted to report for class instruction until their medical forms have been completed and returned. Only then should notification be sent to the counselor's office for class assignment. If the student is to remain in the segregated program for the balance of the school year, he should be coded to the adapted teacher.

SCHEDULING OF FACILITIES

The facilities for instruction will be scheduled in accordance with available facilities, pupil needs, available teaching personnel, and school scheduling policies.

Every effort should be made to provide separate facilities and equipment needed for the segregated phase of the adapted program. Use of the general physical education areas should also be made available when feasible. This would include the swimming pool, gymnastic facilities, basketball, volleyball, tennis and badminton courts, wrestling room and any other area beneficial to the adapted program. In addition, the teaching station in which the segregated phase of the adapted program is conducted should fulfill the following requirements:

- Accessible to both boys' and girls' classes,
- Away from the regular gym classes and isolated from spectators for most favorable environment,

- Minimum size of teaching station approximately 35 feet by 15 feet with at least a 12 foot ceiling,
- The room should be well lighted and ventilated with lights recessed,
- Wall space for throwing, hitting and kicking against and for posting instructional aids and achievement progress charts,
- Walls should be solid enough to support heavy apparatus such as: stall bars, pull-up bars, speed bag platform, pulley weights, and other exercising equipment.

Although privacy is important to the segregated program, it is also highly desirable that the handicapped student develop a positive attitude regarding curious spectators.

GENERAL INSTRUCTIONAL GUIDE

The primary function of the adapted program is to assist each child to acquire the maximum physical, mental, emotional, and sociological development of which they are capable, through participation in properly selected and controlled physical activities. Instruction will more than likely focus on the following areas:

- Special remedial and rehabilitative exercises and activities to redevelop, maintain or increase strength and neuro-muscular function.
- Special exercises and activities to improve range of motion, muscle stretching, flexibility and digit dexterity.
- Special instructional activities to improve balance, breathing and relaxation
- Fundamental skill activities of throwing, catching, hitting, walking, changing direction, falling and climbing stairs, as well as aquatic and lifesaving activities.
- Recreational games and sports for physical adjustment, socialization and leisure time. (Similar to those activities found in the regular program)

Although students are encouraged to work as long as they can, they are permitted to stop any time they feel they have had enough without fear of reprimand or sense of guilt. In most cases the student may stop merely for a rest and then resume activity.

Students are encouraged to shower, those who can, and allowances should be made for extra time.

The policy regarding gym uniforms is adhered to whenever possible, as are other policies that will help these children feel that they are a part of the regular school program. Caution should be exercised when enforcing the gym uniform policy on a child with severe restrictions or emotional problems. The policy should not eliminate the child from participation. The instructor may have to play it by ear for awhile until he has gained the child's confidence.

ELEMENTARY
Fitness & Motor Skill
Data Sheet

School________________________________ Grade____________

Student____

	Minn. Physical Fitness									Johnson Motor Skills			
DATE	Height	Weight	Sit-Up (1 min.)	Hanson Shoulder test	Pull up	Standing Broad Jump	Rope Skipping	Modified Bass Stick Balance	Potato Race	Zig Zag Run	Throw and Catch	Kicking	Batting

SECONDARY
Fitness & Motor Skill
Data Sheet

School______________________________Grade_________Date of Pre-test____________________

Age_______Height_______Weight_______ Post-test____________________

Name of Student	Physical Fitness							Motor Skills			
	Sit-Up (1 minute)	Step Test	Floor Pull-Up (2 minutes)	Standing Broad Jump	Softball Throws	50-Yard Dash	Shuttle Run	Zig-Zag Run	Throw and Catch	Kicking	Batting
TOTALS											

I rtm of ica luca n
ADAPTED PROGRAM

Exercise Progress Chart

NAME____________________ School____________ Grade__________

		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
Name of Exercise	Purpose	Time or Rept.	Time or Rept.	Time or Rept.	Time or Rept.	Time or Rept.	Time or Rept.	Time or Rept.	Time or Rept.	Time or Rept.	Time or Rept.	Time or Rept.	Time or Rept.	Time or Rept.	Time or Rept.	Time or Rept.	Time or Rept.

CD-AP-1-68

BLOOMINGTON PUBLIC SCHOOLS
Department of Physical Education
ADAPTED PROGRAM

Referral

Date ____________________

NAME ________________________________ GRADE _____ SCHOOL __________________________

Please indicate your reason for referring the above named student and submit to the Department Chairman or Consultant.

SPECIFY:

___A. Medically restricted from regular physical education activities due to:

- ____1. Asthmatic
- ____2. Cardiac disorder
- ____3. Orthopedic disability (crippled, etc.)
- ____4. Post-operative and convalescent
- ____5. Fracture ____________________
- ____6. Other ____________________

___B. Non-Medical due to:

- ____1. Low physical fitness (obese, etc.)
- ____2. Low sports skills
- ____3. Emotional problems
- ____4. Posture defects

REMARKS: ____

____

Referral by ______________________________ Date __________

_____Department Head

_____Nurse

Approved by ______________________________ Date __________
Principal

Parent's Name ______________________________

Address ______________________________

Telephone ______________________________

Medical forms sent ______________________________

CD-AP-2-68

BLOOMINGTON PUBLIC SCHOOLS
Department of Physical Education
ADAPTED PROGRAM

____
Date

Dear Parent,

Your child,______________________________, has been recommended for participation in the Adapted Physical Education Program, in order to better meet his or her physical education needs.

Essentially, this program is designed to give special attention to the educational needs of those students who are medically excused from the regular physical education program, or who would profit from special work in physical fitness and/or fundamental skills.

Instruction is conducted in a special area with special equipment, by trained personnel working under Medical and Physical Education Consultants.

If your child has been medically excused from participation in the regular Physical Education Program, it will be necessary to have your doctor complete the enclosed medical form and return it to the school nurse.

The medical form will be strictly adhered to in setting up a modified activity program, geared to your child's limitations as specified by your physician. A copy of this adapted program will be sent to you and your family physician, by request.

If you wish further information concerning this program, please call the school nurse or Mr. Gerald Molosky, Coordinator of Physical Education, telephone 884-4077.

Sincerely,

CD-AP-3-68

BLOOMINGTON PUBLIC SCHOOLS
Department of Physical Education
ADAPTED PROGRAM

Medical Activity Guide

Pupil's Name ______________________ Sex _____ Age _____ Grade __________

Address ______________________ Parent's Name ______________ Phone __________

Pupil's Condition ______________________ Birthdate ______________

The above-named pupil has been referred to our adapted physical education program.

The Adapted Program is designed to give special attention to the educational needs of those students who are medically excused from the regular physical education program, or who would profit from special work in physical fitness and/or fundamental skills. Specifically this includes: (1) Specialized activities carefully selected and modified to meet the child's individual needs (2) Smaller group instruction with more individual attention geared to the child's limitations and capabilities as prescribed by his physician (3) Opportunities for recreational games and sports for physical adjustment, socialization and liesure time. Please indicate the limitations and strengths of your patient by checking the following form and return to:

I. TYPES OF MOVEMENTS	UNLIMITED	*MODERATE	**MILD	OMIT	REMARKS
Bending					
Climbing					
Hanging					
Jumping					
Kicking					
Lifting					
Pulling					
Pushing					
Running					
Stretching					
Throwing					
Twisting					

II. TYPES OF EXERCISES	UNLIMITED	*MODERATE	**MILD	OMIT	REMARKS
Abdominal					
Arm					
Breathing					
Foot					
Head					
Knee					
Leg					
Trunk					
Relaxation					

III. TYPES OF POSITIONS	UNLIMITED	LIMITED
Lying supine		
Lying prone		
Sitting		
Standing		

REMARKS:

*Half as much as the unlimited program
**Very little activity

______________________ Signature of Physician

__________ Date

CD-AP-4-68

BLOOMINGTON PUBLIC SCHOOLS
Department of Physical Education
ADAPTED PROGRAM

Health Record

NAME ____________ BIRTHDATE ____________ AGE ______

Parent or Guardian ____________ Address ____________ Phone ______

Date of Last Examination ____________ Height ________ Weight ________

Physical Information: Medication and Type

Orthopedic ____________

Allergies ____________

Cardiac ____________

Diabetes ____________

Neurological ____________

Post-Operative & Convalescent ____________

	NORMAL	DEFECT NOTED
Skin		
Nose & Throat		
Glands		
Blood Pressure		

	NORMAL	DEFECT NOTED
Lungs		
Heart		
Abdomen and Inguinal region		
Genitalia		

REMARKS: ____________

Signature of Physician ____________
Office Phone ____________
Office Address ____________

CD-AP-5-68

BLOOMINGTON PUBLIC SCHOOLS
Department of Physical Education
ADAPTED PROGRAM

Pupil Composite Record

NAME__________ Grade____ School__________ Age____

Parent or Guardian__________ Address__________ Phone______

Date of Exam.______ Doctor________ Ph.______ Address__________

Classified Condition ☐ Medication:________

Doctor's Remarks:__________

Limitations: (Body movements and exercises)

Recommended Program: (Exercises, sports and recreational games)

Results: Followed - Modified - Progress

Recommendations: (Continue in A.P. , return to regular class, re-examination)

Teacher Signature Date

CD-AP-6-68

Note: This is a follow-up letter for Form AP-3-68 if doctor recommends omission of all activities.

Date____________________

Patient______________________________ Grade______

Condition______________________________________

Dear Doctor:

Rather than omit all aspects of Physical Education and recreational activities, would it be possible for the above patient to participate in the restricted phase of the Adapted Program?

Instruction is conducted in a special area with special equipment, by trained personnel working under Medical and Physical Education Consultants.

Essentially, this program is designed to reinforce the recommendations of the family physician and school medical consultant in keeping with the needs and limitations of those children in Bloomington who are medically restricted or physically unable to participate in the regular Physical Education Program.

Activities carefully selected or modified will, more than likely, encompass several areas; and may be performed in a lying or sitting position if necessary.

1. Recreational Activities

These are games and activities that focus on pupil adjustment, socialization, leisure time and skill development and can be done in a standing or sitting position.

Activity	Standing	Sitting	Activity	Standing	Sitting
Archery			Indoor Horseshoes		
Box Hockey			Badminton		
Deck Tennis			Ring Toss		
Aerial Darts			Wall Throwing Skills		
Table Tennis			Catching Skills		
Paddle Tennis			Free Throws (Pole Goal)		
Bean Bag Toss			Speed Bag Punching		
Shuffleboard			Bowling		
Tetherball			Swimming		

2. Special Developmental Exercises

These are rehabilitative and remedial exercises and activities directed at restoring, maintaining or improving posture, strength and neuro-muscular function and can be performed in a standing, sitting or lying position.

Standing		Lying Only	Sitting Only
	Relaxation (Tension Control)		
	Breathing (Diaphragmatic)		
	Williams (Back Exercises)		

Standing		Lying Only	Sitting Only
________	Stretching	________	________
________	Range of Motion	________	________
________	Flexibility	________	________
________	Dexterity (Digit Exercises)	________	________
________	Progression Resistance	________	________
________	Perceptual Motor Skills	________	________
________	Posture and Body Mechanics	________	________
________	Simple Metabolism (only)	________	________

If you wish further information, please call or write the child's school nurse or Mr. Gerald Molosky, Coordinator of Physical Education, Curriculum Office, Telephone, 884-4077.

Sincerely,

REMARKS: ____

____

____

____

____

Physician's Signature **Date**

BLOOMINGTON PUBLIC SCHOOLS
Secondary Office
ADAPTED PHYSICAL EDUCATION

Student Interview

NAME____________________ GRADE____ SCHOOL__________ DATE__________

Name of classroom instructor during adapted period__________

1. Type of Disablilty?____________________

2. What special problems (physical or emotional) does your disability create for you?

   At home____________________

   At school____________________

   At play____________________

   At work____________________

3. What type of work do you need most with your disability?

   a.____________________

   b.____________________

   c.____________________

   d.____________________

   e.____________________

4. Do you ever become discouraged because you cannot keep up with the other students?

   Sometimes ( ) Often ( ) Always ( ) Explain:__________

   ____

5. Have you ever been excused from physical education?

   Yes ( ) No ( ) Explain:__________

   ____

6. Do you like physical education? Yes ( ) No ( )

   Explain:____________________

   ____

7. What are your favorite sports, games or activities? Star the ones you participate in at home.

a. ______________________________

b. ______________________________

c. ______________________________

d. ______________________________

8. What subject do you have third period? __________ instructor __________

9. Would you like to participate in the adapted Program?

Segregated ( )   Partially Segregated ( )   Integrated ( )

10. What activities do you feel you should concentrate on?

a. ______________________________

b. ______________________________

c. ______________________________

d. ______________________________

11. What do you feel would be your present limitations in the physical education program?

a. ______________________________

b. ______________________________

c. ______________________________

d. ______________________________

BLOOMINGTON PUBLIC SCHOOLS
Department of Physical Education
ADAPTED PROGRAM

Achievement Record

Name______________________________________School________________Grade_____Period_____

Classification________________________________P.E. Instructor__________________________

ACTIVITIES	DATE															

SUGGESTED MODIFICATIONS
OF
REGULAR PHYSICAL EDUCATION ACTIVITIES
FOR
CHILDREN WITH PHYSICAL LIMITATIONS

Many modifications of activities can be introduced within the regularly scheduled classes.

Teachers should not attempt to schedule all handicapped students into a segregated program when activities can be modified for them in a regular class. The segregated program should be the smallest and the most highly specialized phase of adapted physical education.

Generally speaking, adapted physical education is merely taking normal activities in a regular physical education class and adapting these activities to the pupil's limitations. It is the intelligent selection and modification of activities that enables a disadvantaged pupil to participate safely and with satisfaction within the limits of his disability or condition. Physical fitness and motor coordination is just as important to the handicapped student as it is to the normal student.

Interim Assignments

The school medical forms should be processed for physical activity restrictions as rapidly as possible. Until receiving the medical information from the pupil's doctor, it is advisable that the teacher eliminate the pupil from any physical activity. During the period of inactivity, the teacher may assign the pupil to the adapted instructor or to one or more of the following:

1. The library, for reading assignments in physical education, covering techniques and rules of various activities.
2. Serving as an official, scorekeeper or recorder during squad and class activities, and equipment manager.
3. Assisting with clerical details associated with the lesson.
4. Adjusting the record player during dances and other rhythmic activities.

The Integrated Program

Students with medical restrictions assigned to integrated instruction should participate in the regular physical education program with the exceptions indicated and approved by his medical examiner. The specific exceptions should be modified instead of being eliminated entirely. However, if this is not possible, then the pupil may be assigned temporarily to another regular class that meets during the same period.

A pupil excused from prolonged or sustained running or vigorous exercise, need not necessarily be eliminated entirely from games or exercises of this nature. Such a pupil may play the role of a goalie in soccer or hockey, positions not involving much running. In a line basketball or a line soccer game, the pupil may be excused only from the scrimmage phases.

The pupil with a chronic knee defect should be barred entirely from participation in such activities as high and broad jumping, dropping from a height or deep knee weight bearing exercises.

Modification of activities which have been designated as exceptions should in no way relieve the "integrated" pupil from vigorous participation in other phases of the over-all program.

Generally in modifying an activity for an adapted pupil, the teacher directs the child to refrain from those skills which may be contraindicant to his physical condition and/or substitute similar skills which are not contraindicant.

Included in each unit are sample ways in which activities may be modified according to pupil needs.

ORGANIZATION OF INSTRUCTIONAL UNITS - Weekly Time Allotment 7-12
(37 Weeks)

GRADE:	7		8		9		10	
	B	G	B	G	B	G	B	G
ATHLETIC SKILLS AND GAMES								
Basketball	3		3	4	2	2		2
Field Hockey								
Football (Touch)	4				2		1	
Handball							2	
Judo			Optional					
Soccer		5	4					
Softball	3½	1	3½		1		2	1
Speedball				5		4	2	1
Track and Field	3½	5	3½	4	2	4	2	2
Volleyball		3		2	2	2	1	1
Wrestling	3		3		3		2	
Sub-total:	17	14	17	15	12	12	12	10
FITNESS TESTING AND CLASS ORGANIZATION								
Fitness Testing	3	3	3	3	3	3	2	2
Body Mechanics and Class Organ.	1	3	1	3	1	2	1	1
Sub-total:	4	6	4	6	4	5	3	3
RHYTHMICAL ACTIVITIES								
Folk Dance	2	2						
Rhythmic Gymnastics		2						
Modern Dance						2		2
Social Dance			2	2	2	2	2	2
Sub-total:	2	4	2	2	2	4	2	4
SIMPLE GAMES AND RECREATIONAL ACTIVITIES								
Recreational Activities	2		2		2		2	1
Lifetime Sports								
Archery					2	2	2	2
Badminton							2	2
Bowling			Optional					
Golf					2		2	2
Tennis					3	3	2	2
Sub-total:	2	0	2	0	9	5	10	9
STUNTS, TUMBLING AND APPARATUS								
Stunts, Tumbling and Apparatus	6	7	6	8	6	7	2	3
Sub-total:	6	7	6	8	6	7	2	3
SWIMMING AND WATER SAFETY								
Swimming and Water Safety	6	6	6	6	4	4		
Sub-total:	6	6	6	6	4	4	0	0

ATHLETIC SKILLS AND GAMES

Weekly Time Allotment

Grades:	7		8		9		10	
	B	G	B	G	B	G	B	G
Basketball	3		3	4	2	2		2
Field Hockey								3
Football (Touch)	4				2		1	
Handball							2	
Judo				Optional				
Soccer		5	4					
Softball	3½	1	3½		1		2	1
Speedball				5		4	2	1
Track & Field	3½	5	3½	4	2	4	2	2
Volleyball		3		2	2	2	1	1
Wrestling	3		3		3		2	

BASKETBALL

ORIGIN AND DEVELOPMENT

Dr. James A. Naismith introduced basketball to a class at the YMCA College in Springfield, Massachusetts on January 20th, 1892, and this marked the beginning of the game.

The first rules of the game were printed in the school paper, the Triangle, and clearly show that the game was a combination of the basic fundamentals of lacrosse and football. The first team was organized at the YMCA College in 1892, and it played its first game with the Twenty-sixth Separate Company of the United States Army. From that day, the military forces have been one of the chief proponents of the game.

Geneva College, in Beaver Falls, Pennsylvania, in 1892 was the first college to play basketball. In the same year, Iowa University played the game and along with the University of Minnesota, is credited with bringing the sport to the midwest. Yale organized a team in 1894 and played the first intercollegiate schedule in 1896 with Trinity, Wesleyan, and the University of Pennsylvania. By 1905 the game was firmly entrenched in the athletic programs of the colleges.

In 1904, men's college teams came under the jurisdiction of the Intercollegiate Athletic Association, now named the National Collegiate Athletic Association.

In the past two decades men's basketball has been given an even greater impetus by the numerous tournaments that are held annually. National tournaments are held both on the amateur and collegiate levels; and state tournaments on the high school level. The increased popularity of the game has led to the development of better and larger facilities for both player's and spectators. The selection of all-star men's teams throughout the country is now standard practice, and this has also led to a greater interest in the game.

Basketball for girls is popular in many areas, with the greatest participation found in secondary schools, colleges, and recreational and industrial groups. Contrary to the situation found in the men's games, not much emphasis is placed on the highly competitive intercollegiate or industrial league tournament although there are some localities where such leagues and tournaments are found to exist.

SUMMARY OF RULES

Time Outs

A. 5 time outs per game
B. 1 time out per extra period

Putting the ball in play

A. The game is started by a jump ball in the center circle. Only the two centers may be inside the circle, the other players must remain outside the circle until after the jump ball. There is a jump ball at the beginning of each quarter and extra period and after a double foul.
B. When a basket is made, the opposite team is given the ball out of bounds on the end line under the opponents basket.
C. On a throw-in during a game, a player is given 5 seconds to throw the ball from out of bounds to a teammate in bounds.

TERMINOLOGY

A. A player may either pass, dribble or shoot the ball.
B. A player is out of bounds when he touches the floor on or outside the boundary line. (violation)
C. A substitute who desires to enter the game shall report to the scorer's table, giving his name, number and position.
D. The captain is the representative of his team and he may address an Official on matters of rule interpretations.
E. Blocking is personal contact which prevents the progress of an opponent who does not have the ball. (foul)
F. A player is in control when he is holding or dribbling a live ball.
G. A disqualified player is one who is barred from further participation in the game because of committing his fifth personal foul.
H. A dribble is ball movement caused by a player bouncing the ball on the floor.
I. The dribble ends when the dribbler touches the ball with both hands at the same time, loses control or comes to rest while he still is in contact with the ball.
J. An air dribble is that part of a dribble during which the dribbler throws or taps the ball into the air and then touches it before it touches the ground. (violation)
K. A foul is an infraction of the rules, the penalty for which is one or more free throws unless it is a double foul, and then the free throws are cancelled.
L. A double foul is a situation in which two opponents commit personal fouls against each other. (jump ball between the 2 centers)
M. A personal foul is a player foul which involves contact with an opponent while the ball is alive or in player control
N. A technical foul is a foul by a player which does not involve contact with an opponent. It may involve unsportsmanlike conduct with an opponent while the ball is dead.
O. A free throw is the privilege given a player to score one point by a throw for the goal from within the free throw circle and behind the free throw line.

P. A held ball occurs when two opponents have one or both hands so firmly on the ball that neither can gain possession without undue roughness. A held ball may be called if a player is guarded closely and does not pass within 5 seconds.
Q. Holding is personal contact with an opponent that interferes with his freedom of movement. (foul)
R. A pass is a movement of the ball caused by a player in control throwing, batting or rolling the ball to another player.
S. A penalty for a foul is the awarding of one or more free throws.
T. A violation is the awarding of a throw-in or of one or two points or a substitute free throw.
U. A pivot takes place when a player who is holding the ball steps once or more than once in any direction with the same foot, the other foot, called the pivot foot, being kept at its point of contact with the floor.
V. Running with the ball (traveling) is progressing in any direction with more than the limited amount of steps while holding the ball.
W. A screen is a legal action of the player who, without causing contact, delays or prevents an opponent from reaching a desired position.
X. A throw-in is a method of putting the ball in play from out of bounds. A player is given 5 seconds to throw the ball in bounds.
Y. A shot for the goal shall be made within 10 seconds after the ball has been placed at the disposal of the free thrower at the free throw line. If a try for a free throw is unsuccessful, the ball is alive for anyone to take possession.
Z. It is a violation when a player runs with the ball, kicks it or strikes it with the fist.
AA. It is a violation if a player dribbles a second time after his first dribble is ended.
BB. It is a violation if a player remains in the free throw lane for more than 3 seconds.
CC. A player shall not hold, push, charge, trip, stop progress of an opponent with any part of his body, nor use any rough tactics. This is a foul and free throws are awarded. (foul)
DD. A dribbler shall not charge into or contact an opponent in his path, unless there is adequate space for him to get by. The dribbler must establish a straight line path to the basket to avoid being called for a "charging foul".

Court Sizes

A. College -- 94 ft. by 50 feet
B. Senior High -- 84 feet by 50 feet
C. Junior High -- 74 feet by 42 feet

Basket Ring

A. 18 inches in diameter
B. 10 feet off the floor
C. Jump circles are 12 feet in diameter

Five Players to a Team

A. Forwards -- 2
B. Center -- 1
C. Guards -- 2

Game Time and Length

A. College -- 2-20 minute halves; 40 minutes total time
B. Senior High -- 4-8 minute quarters; 32 minutes total time
C. Junior High -- 4-6 minute quarters; 24 minutes total time

Violations (You lose the ball when these occur)

A. 3 seconds in the free throw lane (when on offense only).
B. Traveling
C. Palming or carrying the ball.
D. Any player in circle before ball is tapped (either team).
E. Ball or player who is in possession of ball and is on the line.
F. Failure to cross the line (10 second line) within allotted time.
G. Failure to pass ball in bounds and touch player within 5 seconds.
H. Double dribble.
I. Jumping ball on referee's toss.
J. In lane too soon on a free throw.
K. Over line too soon by the free thrower.

Scoring Points

A. Field goal -- 2 points
B. Free throw -- 1 point
C. Bonus free throw -- after 5 fouls on a team in high school and 7 in college, player will be awarded an extra free throw if he makes the first one.
D. If game is tied at the end, an extra period is played which is 3 minutes long in college.

Backboard Size

A. Rectangle board -- 6 feet by 4 feet
B. Fan shaped -- 54 inches by 35 inches
C. Free throw line is 15 feet from the backboard.
D. Center line on court is referred to as the 10 second line.

SKILL PROGRESSION

	GRADE			
	7	8	9	10
Dribbling				
a. Standing	X	X	X	X
b. Running	X	X	X	X
c. Both Hands	X	X	X	X
d. Change hands	X	X	X	X
e. Change hand with pivot		X	X	X
f. Change direction		X	X	X
g. Change of pace		X	X	X
Ball Handling				
a. Passing				
Chest pass	X	X	X	X
Two hand underhand	X	X	X	X
One hand underhand	X	X	X	X
Bounce pass	X	X	X	X
Baseball pass		X	X	X
Overhead pass		X	X	X
Hook pass			X	X
Backhand pass			X	X
b. Catching	X	X	X	X
c. Shooting				
Chest shot	X	X	X	X
Free throw (Underhand - girls)	X X	X X	X X	X X
Lay ups	X	X	X	X
Jump shot		X	X	X
Hook shot		X	X	X
Fade away			X	X

SKILL PROGRESSION

	GRADE			
	7	8	9	10
Footwork				
a. Stance	X	X	X	X
b. Glide-step (defense)	X	X	X	X
c. Stops (1 count, 2 count)	X	X	X	X
d. Reverse pivot		X	X	X
e. Cutting		X	X	X
f. Rocker step			X	X
g. Front pivot			X	X
h. Jump stop			X	X
i. Cross-over step			X	X
Team Strategy				
a. Offensive		X	X	X
Rebounding		X	X	X
b. Defensive		X	X	X
Man to man		X	X	X
Zone			X	X
Rebounding		X	X	X
Guarding		X	X	X
c. Jump balls		X	X	X

BASKETBALL

Grade:	7	8	9	10
Weeks:				
Boys	3	3	2	-
Girls	-	4	2	2

UNIT OBJECTIVES	INSTRUCTIONAL CONTENT
Knowledge of origin, history and rules of the game. Ability to demonstrate the individual and team skills necessary to play basketball. Ability to demonstrate the desirable social attitudes towards teammates, opponent and officials. Ability to understand basketball strategy both as a player and as a spectator. Ability to play safely.	Origin and development of the game of basketball - discussion on history, rules, equipment - filmstrip on basketball, Athletic Institute Techniques and fundamentals of basketball Ball handling a. hand position b. receiving c. throwing d. body movements e. passing f. tips on ball handling Passing a. chest pass b. bounce pass c. baseball pass d. overhead pass e. body movements Dribbling a. ball control b. arm, wrist, finger action c. body movements d. developing coordination Footwork a. stance b. pivots - front, reverse c. rocker step d. stops e. glide step f. cross over step Shooting a. jump shot b. one hand set shot c. free throw d. lay up e. hook shot f. underhand - girls

BASKETBALL

UNIT OBJECTIVES	INSTRUCTIONAL CONTENT
	Team strategy a. offensive b. defensive Subjective Observation: (based on unit objectives) a. degree of skill in game situation b. degree of participation c. degree of sportsmanship d. conformity of rules

BASKETBALL

TEACHING SUGGESTIONS

Free throw or set shot practice

Develop skills through use of relays

Horse games

Twenty-one

Sideline basketball

Safety

Be careful when playing on courts with unprotected backboard supports or walls that are too close to end limits.

Glass guards should be worn with glasses

Tennis shoes should fit properly and laced to the top to protect against ankle injuries

Modifications

Special games:
- One goal basketball
- Basketball goal shooting
- No dribble basketball
- Twenty-one
- Around the world
- Nine court basketball
- Sideline basketball

Modify rules:
- Limit playing time
- Substitute walking steps for running
- Limit players to definite floor area or position
- Substitute lighter or smaller ball
- Increase number of players
- Allow any number of dribbles

INSTRUCTIONAL MATERIALS

Books:

Basketball Methods, Bunn
How We Do It Game Book, AAHPER
Better Basketball, Allen
Basketball Library, Bee
Basketball For Girls, The Ronald Press Co.

Films:

Know Your Basketball, Official Sports Film Service
Story of Basketball, T1239 I.M.C.

Filmstrips:

Basketball Filmstrips, Athletic Institute

Periodicals:

Athletic Journal
Scholastic Coach
Journal AAHPER

EVALUATION

Written Test:

a. test on rules, origin, development, terminology and playing strategy
b. reports on basketball games, tournaments, etc.

Skill Performance Tests:

a. five free throws or field shots
b. throw and catch (wall-drill-30 seconds)
c. cone dribble lay up 30 seconds
d. lay ups: 7th grade - dominant hand
8th grade - both hands
e. dribble maze for time - 5 cones, 4 cones 12 feet apart, turn left 30 feet to 5th cone, and turn left 48 feet to finish
f. speed dribble - 45 feet to cone and return (start with right hand and return with left)

BASKETBALL

Suggested Modifications

RULE MODIFICATIONS

Limit playing time
Half court ball
Position playing
Substitute lighter and smaller ball
Reduce height of basket
Increase number of players
Permit player to dribble any number of times
Omit jump balls and free throws
Replace throwing with underhand tossing, bouncing or rolling

MODIFIED GAMES AND SKILLS

Basketball golf
Sideline basketball
Twenty-one
Around the world
Five - Three - One
Freeze out
Partner twenty-one
Six hole basketball
Basketball wall volley
Basketball throw and catch
Backyard basketball
Goal Hi

FIELD HOCKEY

ORIGIN AND DEVELOPMENT

Field hockey is thought to be one of the oldest games played. Figures with hockey sticks appear in early Greek art and Egyptian hieroglyphics. In England, where the game has existed for a long time, it is a popular man's sport, with the woman's game holding a secondary position to it. In the United States, field hockey has been played principally by women. It was introduced in 1901 by Miss Constance Applebee, an English lady, at a Harvard summer session. The game was accepted with great favor and Miss Applebee was asked to teach it at several eastern women's colleges--Bryn Mawr, Mount Holyoke, Smith, Vassar, and Wellesley.

The United States Field Hockey Association was formed in 1922, the purpose of which, as stated in its charter, is to "spread, further, and advance the best interests of hockey for women and girls ..." Clubs have been formed in many areas throughout the country and sectional and national tournaments take place annually, the U.S. team being selected at the latter.

The International Federation of Women's Hockey Associations was formed in 1927 and it meets for conferences and tournament play every three years. The United States has sent teams to all such tournaments since 1933. It served as the hostess nation in 1936 and also in 1963 when six continents were represented among the 26 nations taking part.

There is also the Field Hockey Association of America (for men) organized primarily for the purpose of entering teams in the Olympics.

Nature of the Game

- The game is played by two teams of 11 players: 5-forwards
  3-halfbacks
  2-backs
  1-goalkeeper
- Each player carries a hockey stick.
- The only way players may move the ball is by use of the stick, with the exception of the goalkeeper, who is permitted certain kicking privileges and the roll-in play from out of bounds.
- Goals count one point and can be scored only if an attacker's stick touches the ball inside the striking circle.
- The official game is played in two periods of 30 minutes each.
- There is no time-out allowed, exept for injury or replacement of a broken stick.
- The game is started by the center forwards taking a bully on the center line.
- The center bully is repeated after each goal.

The playing field

- approximately 100 yards long and 60 yards wide, (football field), with a goal at each end
- goal posts are four yards apart and seven feet high, joined by a cross bar
- the posts and cross bars are square and painted white
- the goal is usually enclosed with a net or screen, supported by two additional posts approximately six feet behind the goal

Penalties for fouls

A. Outside the circle. A free hit is awarded to the team not committing the foul.
B. Inside the circle:
  1. By the attack--a free hit anywhere in the striking circle, usually on the edge of the circle, taken by a member of the defense, preferably one of the backs
  2. By the defense--
    a. a short, or penalty, corner is awarded to the attacking team
    b. a penalty bully

Out-of-bounds play

A. Over the side line:
  1. A roll-in by a member of the team opposite that of the player who last touched the ball before it crossed the side line
  2. A bully taken on the five-yard line opposite the spot where the ball left the field when it went out of bounds off the sticks of two opponents
B. Over the end line, not between the goal posts:
  1. Off the attack--a 25-yard bully opposite the spot where the ball left the field
  2. Off the defense--
    a. a long corner when the ball is unintentionally hit over the goal line
    b. a short or penalty corner when no attempt was made to keep the ball in the field of play
  3. Off the sticks of two opponents--a 25-yard bully opposite the spot where the ball left the field
C. Over the end line between the goal posts:
  1. A legal goal, when the ball was touched by the stick of an attack inside the striking circle. Play resumed by a center bully on the center line. The goal counts even if the ball was last touched by the stick or person of the defense.
  2. When the ball was not touched by a stick of the attack inside the circle and:
    a. was touched by a stick of the defense--a long corner
    b. was not touched by a stick of the defense inside the circle--bully in the center of the 25-yard line

Helpful hints

1. Sticks may not be raised above the shoulder. It is better to keep them below the knee.
2. Use only the flat side of the stick.
3. Field the ball before hitting it. Never hit on the fly.
4. Each player should move only in her own territory.
5. Run straight up and down the field.
6. When receiving a pass from behind, the player should be looking back over her shoulder, and be in a running position with her feet going in the direction of her attacking goal.
7. The player should go to meet a pass coming toward her and leave a ball going away from her.
8. A player should move away from a teammate with the ball to make a space into which the ball may be passed.
9. In order to avoid obstruction, the player herself must turn in a clockwise direction around the ball, and never pull the ball around her.
10. Do not touch an opponent with the stick or the body.

11. Do not run in front of another player whether she has the ball or not.
12. A forward should not get ahead of another forward who has the ball until the offside rule is thoroughly mastered.
13. Keep a space between the line of forwards and the line of defense through which passes may be sent.
14. Pass when a teammate is free to receive the ball rather than wait to draw an opponent.

TERMINOLOGY

Advancing: foul committed when the ball rebounds from a player's person.

Alley: area of the field between the side line and the 5-yard or alley line.

Backing up: describes play of defense who stands directly behind a bully.

Bully: play used to start or restart the game. Opposing players alternately strike the ground and each other's sticks three times before touching the ball.

Circle: same as striking circle.

Circular tackle: play used to attempt to take the ball from an opponent on the player's right. The situation should be avoided when possible.

Corner: a play following certain infringements of the rules; the formation used in such a play. See long corner and short corner.

Covering: defensive anticipatory position much nearer the defending goal than the play. Usually refers to a fullback. As opposed to marking.

Dodge: play used to evade an opponent while maintaining control of the ball.

Dribble: series of short strokes used to take the ball down the field while maintaining constant control of it.

Drive: hard stroke with a back swing. May be done to right, left, or straight ahead.

Fielding: controlling an approaching ball before it is passed or played.

Flick: a wrist stroke having no back swing. Ball rises slightly. Stick is brought around the ball during execution. Good for close shooting or passing to a marked player. Illegal for a free hit.

Foul: infringement of rules. Penalty may be a free hit, short corner, or penalty bully.

Free hit: a play following some infringements of rules. Taken by a player on the team fouled against.

Fundamental position: term used in this book to define the position of player, stick, and ball that is basic to most strokes.

Goal: the part of the end line between the goal posts; a score made when the ball crosses that goal line having been touched by an attack inside the circle. Each goal counts one point.

Holding the whistle: term used when the umpire allows play to continue after a foul when, in her opinion, this is more advantageous to the team fouled against than stopping play and awarding a penalty.

Left-hand lunge: see lunge.

Long corner: the play awarded to the attack after the ball goes over the end line unintentionally, off the stick of a defense; the ball is placed five yards from the corner.

Lunge: stroke used in attempting to take the ball from an opponent on the player's left. It is a useful tackle that has great reach. May be used for a pass or follow-up shot when a long reach is necessary.

Marking: defensive position when the player stays close to her opponent.

Obstruction: a foul made by placing the body or any part of it between the opponent and the ball so as to interfere with the opponent's effort to play or reach the ball.

Offside: the foul committed by a player receiving the ball while in an illegal position.

Own goal: the goal one's own team defends.

Own half: the half of the field one's team defends.

Penalty bully: penalty following a serious breach of rules by the defense in the circle. Not common.

Penalty corner: see short corner.

Push-pass: a quick wrist stroke having no back swing. The ball does not rise. When the stroke is executed the stick faces the direction of the pass in contact with the ball. Accurate and easy to receive.

Reverse sticks: turning the stick over to play a ball on the left, or to tackle a player on the right. A weak play that often results in a foul by obstruction.

Roll-in: method of putting the ball in play after it has gone over the side line.

Scoop: stroke without back swing in which the ball is lifted slightly with the toe of the stick. Good as a dodge. Illegal for a free hit.

Short corner: the play awarded to the attack for a foul by the defense or when the defense intentionally hits the ball over the end line. The ball is placed ten yards from the goal post. Also called penalty corner.

Stick side: the player's right side. So-called because the stick meets the ball on that side of the body.

Sticks: raising the stick above the shoulder at either the beginning or end of a stroke. It is a foul.

Striking circle: the goal-shooting area; the curved line that encloses it.

FIELD HOCKEY - GIRLS

Girls Grade: 10
Weeks: 3

UNIT OBJECTIVES

To understand the proper use of equipment and its care.

The ability to perform individual hockey skills and tactics.

To demonstrate knowledge of the history and rules of the game.

To enjoy oneself and have fun through participation.

INSTRUCTIONAL CONTENT (and Activities)

Origin and development of Field Hockey

Selection and care of equipment

Basic rules

Techniques and basic fundamentals

Carrying position of club

Dribbling

Passing
- a. push pass
- b. drive
- c. scoop
- d. flick

Tackling
- a. left and right hand lunge
- b. circular tackle
- c. straight tackle
- d. left jab
- e. right cut

Goalkeeping

Fielding

Roll in

Bully

Individual defense tactics
- a. tackling back
- b. clearing from goal
- c. interchanging of positions

Individual offensive tactics
- a. dodging opponents
- b. through passing to teammate
- c. shooting for goal
- d. drawing opponents
- e. picking up passes

FIELD HOCKEY - GIRLS

UNIT OBJECTIVES	INSTRUCTIONAL CONTENT (and Activities)
	Defensive team tactics a. marking opponent b. covering players c. covering spaces Offensive team tactics a. backing up teammates b. rushing for goal c. position play d. forward Position play a. half-backs b. full-backs c. goalkeeper d. line-up plays Line plays a. bully b. free hit c. roll-in d. corner e. penalty corner f. penalty bully

FIELD HOCKEY - GIRLS

TEACHING SUGGESTIONS	INSTRUCTIONAL MATERIALS

Skill Drills
Dribble practice - individually
 	
Add opposition in the dribble
Add obstacles to dribble around
Dribble and push pass to partner
  work in 2's
  work in 3's
  work in 4's
Working in 2's
  dribble push pass down the field and drive
  one can be stationed at the middle of the field utilizing both goals
	Books:
	
	Physical Education for High School Students: American Ass'n. for Health, Physical Education & Recreation, Washington, D.C., AAHPER 1955, pp. 96-110
	
	Technique of Team Sports for Women: Margaret Meyer and Marguerite Scharz, W.B. Saunders Company, Philadelphia, 1947, pp. 108-199
	
	Hockey Guide: Division of Girls and Women's Sports, N. E. A. Publication
	
	Film:
	
	"Tactics in Defensive and Offensive Play:" (advanced), 400 ft., Completed 1946
	
	"Elementary Techniques," Part 1: 450 ft., completed 1949. (all films accompanied by outline of material presented) Film distributor: Kathryn Weber, Earlham College, Richmond, Indiana
	
	"Hockey for Beginners," Bell and Howell Co., 1801-1815 Larchmont Ave., Chicago 13, Illinois
	
	Other aids:
	
	Action Pictures on Strokes 25¢
	Tackles & Dodges 25¢
	10¢ and Coaching Hints 10¢
	Produced by Marion E. Dougherty in 1947
	Write to Helen Bina, 1327 Newport Ave., Chicago 13, Illinois

FIELD HOCKEY - GIRLS

TEACHING SUGGESTIONS	EVALUATION
	Written Test: - knowledge of equipment, history and origin Skill Performance Test: a. dribble and drive for goal b. dribble around objects c. drive for distance & accuracy d. circle dribbling using the flick, scoop, push pass, drive, fielding Subjective Evaluation a. use of incidence charts during game play b. rating scales to evaluate individual performance may be used

FIELD HOCKEY

SUGGESTED MODIFICATIONS

RULE MODIFICATIONS

Limit playing time
Decrease size of field
Substitute larger and easier controlled ball
Limit player to position on field
Increase number of players
Provide frequent rest periods
Lighter equipment
Other adaptations on an individual basis

MODIFIED GAMES AND SKILLS

Practice skill development only
Field Hockey drive for accuracy
Field Hockey drive for distance
Field Hockey relays
Field Hockey goal golf
Field Hockey dribbling race
Field Hockey obstacle race
Hit the can

TOUCH FOOTBALL

ORIGIN AND DEVELOPMENT

Touch football, an outgrowth of regular football, was first played in the United States about the middle of the nineteenth century. The first intercollegiate football game was between Princeton and Rutgers University in 1869. Since that time, the sport has grown steadily in this country.

To assure safety in touch football, tackling and hard blocking have been eliminated. Since these are the most likely causes of injuries when players do not wear protective equipment, touching has been substituted for tackling and blocking has been modified. Touch football is a game of action and provides boys with many of the thrills of the regulation football game.

There has never been any attempt to standardize touch football rules since most of these rules are merely special amendments and changes of the eleven-man NCAA football rules. A modified version of the Michigan State Touch football rules are included on the following pages. These rules are being offered because they provide a wide open type of game with forward passing anywhere on the field and everyone an eligible receiver.

MODIFIED TOUCH FOOTBALL RULES

Kick-Off

1. The kick-off may be made by punting or place kicking.
2. The kick-off is made from the 12-yard line.
3. The restraining line for the receiving team is 20 yards.
4. A short kick automatically goes to receiving team at mid-field.
5. On the kick-off, ball kicked out of bounds is put in play by the receiving team at mid-field.

Position of Players

1. An offensive team shall not have any more than three men in the backfield, but may have any number on the line of scrimmage.
2. One backfield man may be in motion parallel to the line of scrimmage before the ball is snapped.

Passing

1. Any number of forward and lateral passes may be made on any play that starts from scrimmage.
2. No forward passes may be made on a play started by a kick (punt or kick-off). Any number of lateral passes are permitted.
3. The ball is put in play after an incomplete forward pass at the spot from which the pass was thrown except when the pass is thrown from behind the line of scrimmage.
4. No man may pass to himself either forward or laterally.
5. If a pass is intercepted, it may be thrown forward.
6. Any pass from center that touches the ground is dead at the spot.

Fumbles

1. A fumbled, muffed, or lateralled ball is dead at the spot it touches the ground and remains in the possession of the fumbling team unless the fumble takes place on fourth down. An incomplete lateral is put in play at spot of throw.
2. The ball is put in play at the spot the player dropped the ball.
3. Team fumbling ball will retain possession of the ball.

Touching

1. Face tags not permitted. Penalty as unnecessary roughness.
2. Toucher may not leave his feet.
3. Ball that is run or kicked out of bounds is put in play from middle of the field.
4. If runner goes up in air to pass, toucher may not jump in front to block runner with his body.

Free Kick

1. A free kick may be declared by the offensive team.
2. When a free kick is declared, the ball must by kicked.
3. No one can rush the kicker on a free kick.
4. A quick kick may be executed at any time.
5. No offense team member may cross the line of scrimmage until the ball is kicked.

Blocking

1. No body blocks are allowed at any time.
2. Shoulder blocking allowed on the line only.
3. All other blocking must be made with the blocker in an upright positions and with his hands in contact with his body.

Penalties

1. The offended team may have its choice of the penalty or refuse the penalty.
2. Five-yard penalties:
    a. Off-side.
    b. Backfield in motion.
    c. Defensive holding.
    d. More than 15 seconds in the huddle.
    e. Passing to self
3. Fifteen-yard penalties:
    a. Body blocking.
    b. Shoulder blocking (downfield - offensive team).
    c. Clipping
    d. Tripping.
    e. Unnecessary roughness (defensive team), to include rough body contact between toucher and runner; touch must be made without blocking runner's path.
    f. Pass interference (defensive team), ball put in play at spot of violation and down remains the same except in the end zone; then it will be first down on the one-yard line. Offensive team - fifteen-yard penalty from scrimmage and the down counts.
    g. Unsportsmanlike conduct, may also result in disqualification. Only captain of team talks to officials, and officials' judgment is final.

Scoring

1. Touchdown	6 points
2. Safety	2 points (put in play on 12-yard line)
3. Point after touchdown	1 point (from the 2-yard line)
4. Touchback	0 point (put in play on the 12-yard line)

Downs

Four downs will be allowed for the length of the field. The ball will change hands after the fourth down.

RECOMMENDED SKILL PROGRESSION

	GRADE			
	7	8	9	10
1. Stance				
a. Line				
(1) 3 point	X	X	X	X
(2) End				X
b. Back				
(1) Upright	X	X	X	X
(2) 3 point	X	X	X	X
c. Center				
Single wing	X	X	X	X
2. Passing				
Overhand spiral				
a. Short	X	X	X	X
b. Long	X	X	X	X
c. Spot			X	X
d. Running			X	X
e. One hand pitch			X	X
f. Two hand pitch	X	X	X	X
3. Catching				
a. Pass receiving				
(1) Forward				
(a) Short and long	X	X	X	X
(b) Spot				X
(c)				X
(2) Lateral			X	X
b. Punt receiving	X	X	X	X

	Grade			
	7	8	9	10
4. Ball carrying				
a. Holding the ball	X	X	X	X
b. Receiving the ball	X	X	X	X
(1) From center (single wing)	X	X	X	X
(2) Handoff			X	X
c. Reverses			X	X
5. Blocking				
a. Shoulder	X	X	X	X
b. Pass-blocking	X	X	X	X
c. Screening	X	X	X	X
6. Kicking				
a. Punting				
(1) Distance	X	X	X	X
(2) Quick kick				
b. Place kick				
Distance	X	X	X	X
7. Formations				
a. Single wing	X	X	X	X
b. Double wing			X	X
c. Kickoff	X	X	X	X
d. Punt	X	X	X	X
e. Place kick				X
8. Defensive play				
a. Line			X	X
b. End			X	X
c. Line backers			X	X
d. Backs			X	X
e. Blocking kicks				X

	GRADE			
	7	8	9	10
9. Offensive strategy	X	X	X	X
10. Defensive strategy	X	X	X	X

TOUCH FOOTBALL - BOYS

Grade	7	9	10
Weeks	4	2	2

UNIT OBJECTIVES	INSTRUCTIONAL CONTENT
Know the origin, history and rules of the game. Develop a progression from beginning football techniques through relatively skilled touch football techniques by 10th grade. Be able to demonstrate basic football skills and fundamentals. Demonstrate use of touchball strategy. Demonstrate a respect for authority, coaches and officials.	Origin and development of touch football. Basic rules. Techniques and fundamentals of touch football: Ball skills a. catching the ball b. throwing ball c. kicking ball Stance a. line b. backfield c. center (ror single wings) Passing a. short b. long c. running Catching a. short b. long Ball carrying a. holding ball b. receiving ball (single wing) Blocking a. shoulder blocking b. pass blocking c. screening Kicking a. punting b. place kick

TOUCH FOOTBALL - BOYS

TEACHING SUGGESTIONS

Carry ball in outside hand and arm.

Catch ball with fingers.

Defensive backs try to watch man and passer.

Pass receivers do not raise hands until ball almost to you.

In punting, watch foot hit the ball. Same in place kicking.

Defensive backs, don't let a receiver get behind you.

Pass receivers should work on fakes to get loose.

Backs should work on faking and using a change of pace to try to break away to the outside.

End should learn to play wide and turn play in.

Modifications:

Flag football - use flags (one on each side) instead of touching.

Modified touch football

INSTRUCTIONAL MATERIALS

Books:

Physical Education for High School Students, American Association for Health, Physical Education, and Recreation

Physical Education Handbook, Seaton, Glayton, Leibee, Messersmith

Touch Football, Grombach, J. (Lincoln library)

EVALUATION

Written

- a. rules
- b. history
- c. strategy

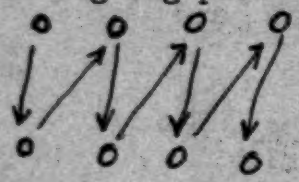
Performance skill tests

- Pass for distance (use norms for this listed on separate sheet)
- Pass for accuracy
- Punt for distance
- Place kick for distance

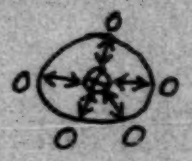
TEACHING SUGGESTIONS	INSTRUCTIONAL MATERIALS

Suggested drill formations

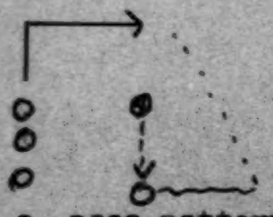
a. zig-zag pass



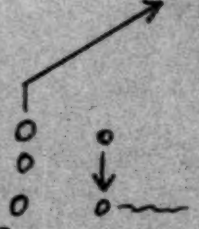
b. circle



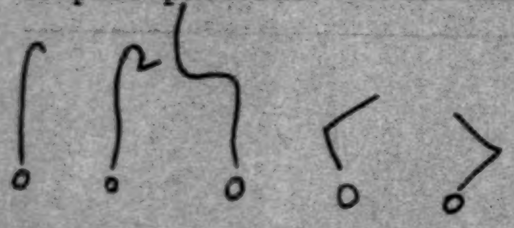
c. short pass



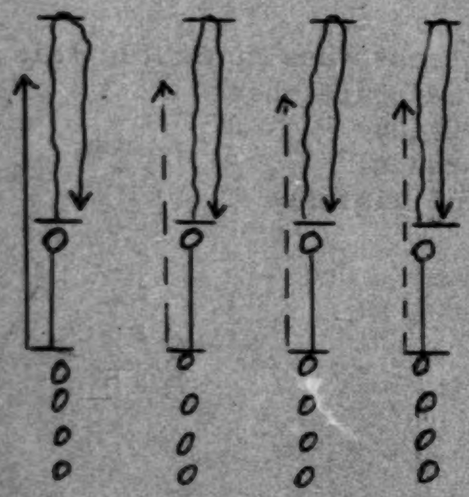
d. long pass



e. pass patterns



f. center, run and catch



TOUCH FOOTBALL

Suggested Modifications

RULE MODIFICATIONS

Limit playing time
Decrease area of field
Lighter equipment - junior size or plastic football
Increase number of players
Frequent rest periods
Defensive linemen rush the passer by walking
Position playing on the line
Limit player to passing only

MODIFIED GAMES AND SKILLS

Football - punt for distance
Football - pass for distance
Football drop-kicking for accuracy
Football drop-kicking for distance
Drive back
Football - pass for accuracy
Football - target punt
Pass ball
Forward pass football
Practice football skills

HANDBALL

ORIGIN AND DEVELOPMENT

Handball was brought to America about 1840 by Irish immigrants, who played it as a four-wall game. The one-wall game is strictly an American invention, which emerged about 1900 as an outdoor sport. It was particularly popular as a recreational activity on bathing beaches.

The game was first played with a hardball, somewhat similar to a modern softball. It was covered with leather and tightly stuffed. Eventually, a smaller, much faster, hollow rubber ball was adopted and is used today. As the game changed with the advent of the smaller, faster ball, players began using gloves to protect their hands and to achieve better control in stroking.

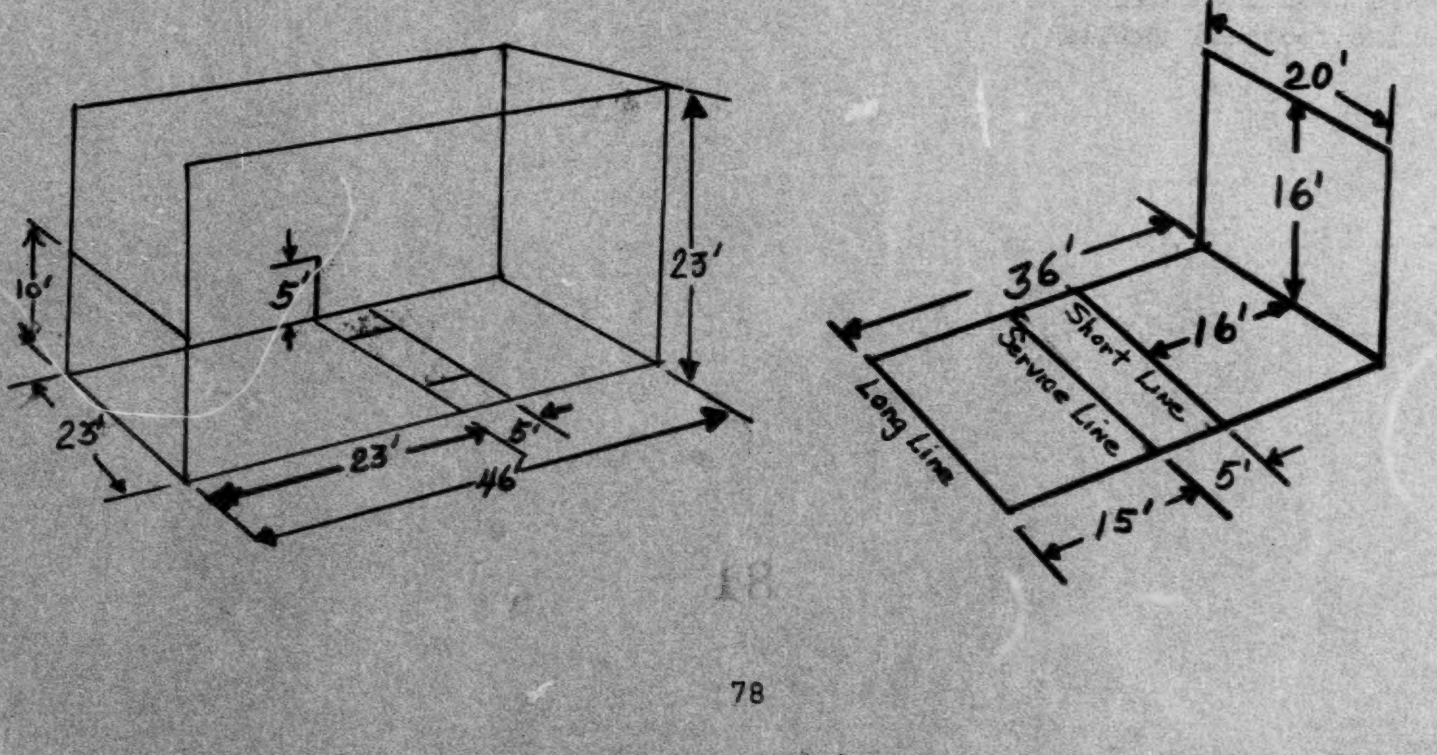
Although handball is more enjoyable when played using four walls, it is possible to get much pleasure out of the one-walled variety of the sport. Though schools do not have four-walled courts, they usually have side walls and nearby ground free of all obstructions to permit inclusion of the game as a part of the physical education program.

Equipment:

Balls - Three types of balls are commonly used by beginners. The official ball is black and 1-7/8 inches in diameter. It is the American small standard 101 handball. Beginners usually start with a larger and softer (dead) ball. It is easier on the hands, takes a slower bounce, and is, therefore, easier to hit. Dead tennis balls or sponge balls are also used.

Gloves - These may be of soft material of either cloth or leather. Fingers of the gloves may not be webbed.

Court dimensions for One-wall and Four-wall handball.



HANDBALL - Boys

Grade 10
Weeks: 2 (10 class periods)

UNIT OBJECTIVES	INSTRUCTIONAL CONTENT
Knowledge of origin and development of handball	Explanation of history, rules and terminology
Knowledge of handball scoring rules and court regulations	Techniques and fundamentals of handball
Ability to stroke with both hands Ability to demonstrate proper footwork and floor positioning	Offensive play a. service b. offensive front court play c. offensive back court play
Ability to analyze opponent's moves Recognition of transfer value of skills in handball to other activities	Defensive play a. receiving service b. defensive front court play c. defensive back court play
Appreciation of the values of the fundamental skills of a sound game of handball	Doubles play a. service b. return of service c. court position d. doubles strategy
	Variations of matches and theory a. strategy of singles play b. strategy of doubles play c. strategy of three way play

HANDBALL - BOYS

TEACHING SUGGESTIONS

Safety:

- Value of wearing safe footwear
- Playing area free of other objects, such as baskets, volleyball standards
- Explanation of hinders to prevent accidents

Modifications:

- Play one wall handball
- Use tennis or paddle balls
- Limit game score to 11

INSTRUCTIONAL MATERIALS

Books:

Basic Skills in Sports for Men and Women, David A. Armbruster, St. Louis, C.V. Mosly, 1953

Fundamental Handball, B. E. Phillips, New York, A. S. Barnes, 1937

Film:

Handball Fundamentals, Bailey Films
6509 Delongpre Ave., Hollywood, Calif.
90028 (IMC)

Filmstrip:

Handball, Athletic Institute

EVALUATION

Written Tests:

a. rules
b. strategy
c. terminology of handball

Skill Performance Test:

a. serving for accuracy
b. right and left hand volley
c. round robin or tournament play

Subjective Observation:

a. degree of skill used in game situation
b. conformity to the rules
c. degree of sportsmanship
d. degree of participation

HANDBALL

Suggested Modifications

RULE MODIFICATIONS

Limit playing time by lowering scoring
Decrease size of court
Play doubles only
Permit player to hit ball any number of bounces
Substitute larger and more easily controlled ball - volleyball, etc.

MODIFIED GAMES AND SKILLS

Practice skills and fundamentals only
Spot ball or Chinese-handball played with a volleyball or soccer ball
Codeball in the court
One-wall handball

JUDO

ORIGIN AND DEVELOPMENT

Judo is both a science and a sport, a means of self defense, as well as a means of offense. It is a science which demands maximum use of the body and mind for the purpose of attack and defense.

Like "Jujitsu" its forerunner, Judo is a method of turning an opponent's strength against him. Jujitsu was practiced seriously for many years (originated by Chinese Monks) in historical China as a means of killing or seriously injuring one's opponent.

As warfare became more mechanized and with the advent of guns and artillery, hand-to-hand combat almost died out.

The Kodokan Judo Institute in Tokyo was founded in 1882 by Mr. Jigoro Kano, a student of "Jujitsu". Here a new system of barehanded fighting was formulated which Jigoro Kano, called Judo.

Judo means "the gentle way" and utilizes the very best of the jujitsu techniques, eliminating the harmful ones, and modifying others so that they can be practiced safely.

Judo is beneficial to both young and old and age is no disqualification for becoming skillful. It develops the mental as well as the physical faculties of the body; and in emergencies can be used for self-defense, a reason why Judo is so popular with the police forces.

JUDO

Grade 10
Weeks 2

UNIT OBJECTIVES	INSTRUCTIONAL CONTENT
Know origin, history and terminology of dynamic judo. Be able to demonstrate kinds of fall safely. Be able to maintain dynamic balance and posture. Be able to demonstrate throws from different positions. Be able to demonstrate Judo holds. Be able to escape from Judo holds. Appreciate the importance of off-balancing opponent before attempting a throw.	Origin and development of judo Tehcniques and fundamentals of judo: Falls to the mat a. front b. back c. side d. forward rolls Body posture and dynamic balance a. feet apart b. slide feet c. balance on balls of feet d. hips in e. head up f. back straight Technique for off-balancing opponent a. unbalance opponent's weight in eight different directions b. position for throwing c. throwing Throws a. body drop throw b. one arm should throw c. floating hip throw d. major hip throw e. sweeping foot throw f. hip wheel throws Counters a. duck under b. sag off c. hip check d. counter throws Mat holds a. cross chest hold b. head and arm c. Japanese wrist lock d. side and upper four corners (reverse 1/2 nelson) Escapes a. wrestlers' bridge, etc. b. strangles c. parallel opponent's body and roll

JUDO

TEACHING SUGGESTIONS

Practice of throwing only.
Setting up throws but not completing the throws.
Limited competition.
Work some of the moves from knees.
Pair all players of about the same size and ability.
Use of swimming pool by stunting in shallow water and performing the throws for safety purpose.
Have students bring old jackets.
Use falls for warm up.
Teach the "gentle way" of judo.
Teach terminology by charts with English and Japanese terms.

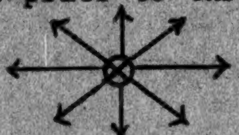
Safety

Good mats.
Knowledge of the throws before they are used.
Do not have too many boys on the mat at one time.
Partners of the same size and ability.
Drill before trying a move.

Suggested warmup activities

Bending and stretching of the upper and lower body.
Heavy movement of the trunk.
Calisthenics
  a. sit-ups
  b. push-ups
  c. trunk rotation
Exercises relative to judo
  a. sit-ups
  b. inverted push-ups
  c. head or shoulder bridge
  d. leg elevators
  e. deep knee bends
  f. side straddle or running in place

Off-balancing opponent in eight different directions prior to throw:



INSTRUCTIONAL MATERIALS

Books:

Judo Illustrated, official publication of the USJF.

Every Boy's Judo, A. P. Harrington.

The Sport of Judo, Keyoshi and Harold E. Sharp.
Techniques of Judo, Keyoshi and Harold E. Sharp
Films:
Filmstrip and record "Judo" Units I-VI
Athletic Institute

EVALUATION

Skill performance tests
  a. Demonstrate kinds of throws
  b. Ability to escape from several mat holds
  c. Demonstrate ability to fall safely from various positions

Tournament
  Ability to demonstrate skills in actual tournament play.

Subjective evaluation
  a. Degree of skill in game situation
  b. Degree of sportsmanship
  c. Ability to apply the rules
  d. Degree of participation

WRESTLING - JUDO

Suggested Modifications

RULE MODIFICATIONS

Limit wrestling time such as: 10 second escapes
10 second breakdowns
10 second takedowns
shorter matches

MODIFIED GAMES AND SKILLS

Work on form individually
Adapt skills to individual limitations
Use combatives: Indian wrestling
Indian leg wrestling
Practice setting up but not completing throws
Pairing of players by size and ability
Practice throws in swimming pool
Battle Royal
Hand wrestle
Leg lift
Kneel wrestle
Hanker fight
Kangaroo fight
Ring shoulder shove
Charge the guard
Free lift
Poison pin
Hot hands
Hot boxing
Wand wrestle
Arm wrestle standing
Swatter boxing
Chinese tug
Line football crash
Pull for shore
Captured
Line wrestling
Tire boxing
Tire wrestling
Rooster fight
Arm lock wrestle
Hop across

SOCCER

ORIGIN AND DEVELOPMENT

There is considerable evidence to show that a form of soccer was played by the early Romans, who learned it from the Greeks. This game or activity was the forerunner of other games such as cricket, croquet, and hockey. A form of soccer was played in Chester, England, as early as the tenth century and inhabitants of Derby, England, claim that soccer football was played there to celebrate a victory over a troop of Roman warriors.

With the standardization of rules, the sport assumed a place of international significance, being played in over 70 different countries under uniform rules. In Europe, Asia, Africa, Australia, and South America, the game is more popular than tennis, football or baseball and often draws crowds of 150,000 spectators to important matches.

Soccer was introduced into the United States around 1870, and is only recently gaining a prominent position here. The game has had its greatest success in this country where there is a high proportion of foreign-born people who came from countries where soccer was a popular sport.

The first regulation game in America was played between Princeton and Rutgers in 1869. In 1923 the Intercollegiate Soccer Football Association of America was formed comprising 12 eastern colleges and universities. The greatest performace record for colleges in soccer competition goes to Penn State College, 1930-40. In this period they played 65 games, winning 60, with 5 games resulting in ties. In 1919, after the rules had been modified to eliminate the rougher elements, soccer was introduced for the first time in a women's college at Bryn Mawr. It was not until 1927, however, that the National Section on Girls' and Women's Sports published the first soccer rules for women.

TERMINOLOGY

Corner-kick - A kick made by the attacking team from the corner-arc.

Dropped-ball - Where the ball is put into play by the referee by being dropped between two opponents. Ball becomes alive when it touches the ground.

Field-goal - A one-point score which results when a live ball passes entirely through the goal.

Free-kick - A place-kick which puts the ball in play from a designated spot on the ground after the ball has become dead for a reason other than going out of bounds. Ball must move at least two feet, when it becomes alive.

Foul - A rule infraction which results in a penalty or a disqualification.

Goal-kick - A kick-in made by the defending team from the near half of its goal area.

Goalkeeper - A player who guards the goal. Unlike other players, the goalie can touch and throw the ball when he is within the penalty area.

Heading - To hit the ball with the head. Heading is second in importance only to kicking, and is an essential in defensive play.

Indirect free-kick - A kick which cannot score a field-goal until it has been touched by another player.

Kick-in - An indirect free-kick used to put the ball in play after it has gone out of bounds over an end line.

Kick-off - An indirect free-kick used to put the ball in play from the center circle at beginning of each quarter and after each score.

Live ball - One that has been kicked by a free-kick or kick-in, or has touched the ground on a dropped-ground ball and may be played.

Nonpersonal foul - One which results in an indirect free-kick or which occurs during dead ball.

Penalty mark - The spot 12 yards from the goal line where each penalty-kick is attempted.

Personal foul - One which results in a direct free-kick (including a penalty-kick).

Tackling - The process of kicking or attempting to kick the ball away from an opponent. Opponent may not be grasped in the process.

Touch-lines - The side-lines and end-lines on a soccer field.

INSTRUCTIONAL MATERIAL

Diagram of women's soccer field, showing names of players in position.

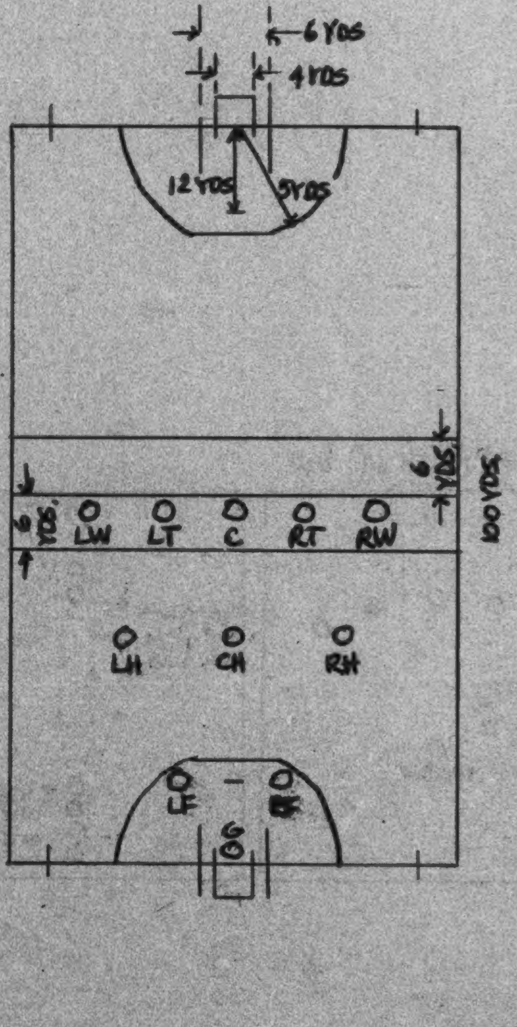
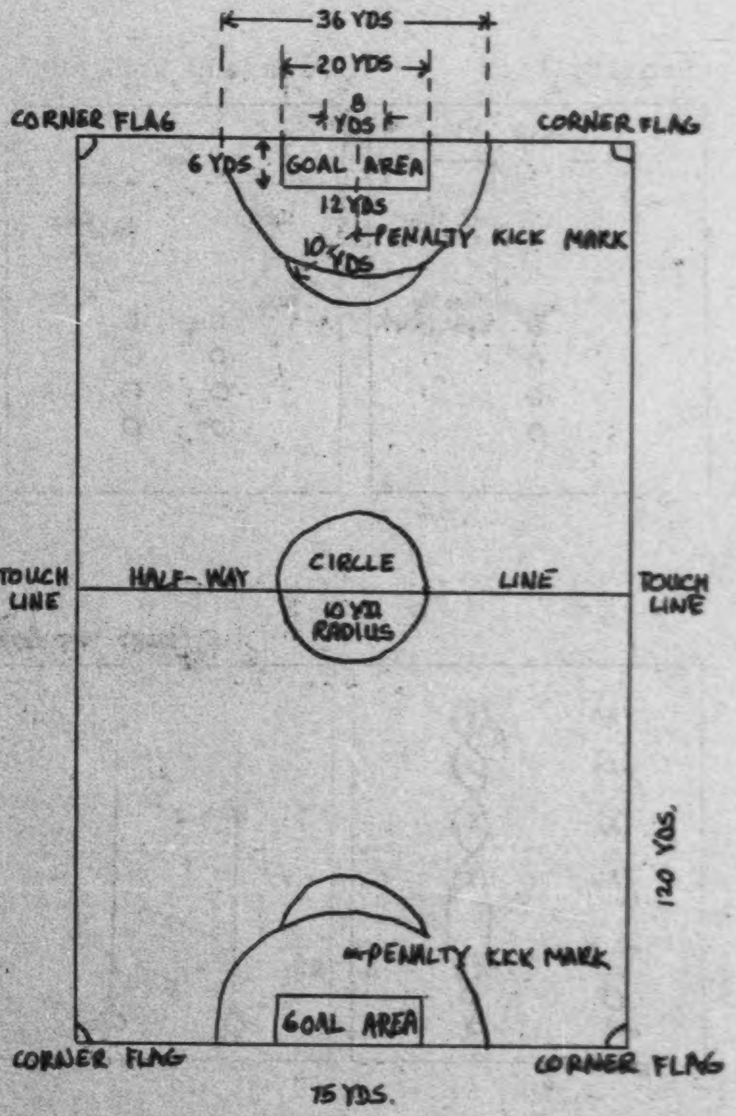
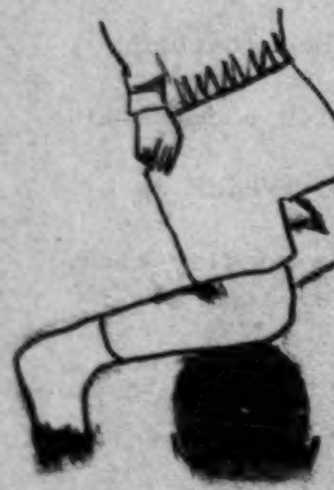
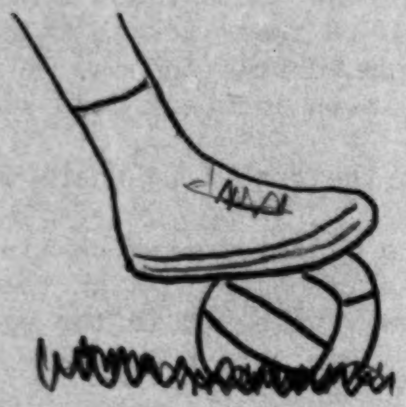

6 YDS
4 YDS
12 YDS
5 YDS
6 YDS
100 YDS
10 YDS
LW
LT
C
RT
RW
LH
CH
RH
LF
RF
G

Diagram of men's soccer field.

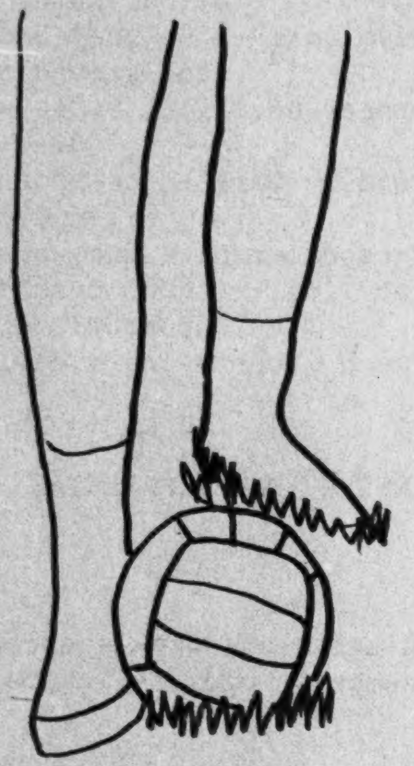

36 YDS
20 YDS
8 YDS
CORNER FLAG
CORNER FLAG
6 YDS
GOAL AREA
12 YDS
PENALTY KICK MARK
10 YDS
TOUCH LINE
HALF-WAY
CIRCLE
LINE
TOUCH LINE
10 YD RADIUS
120 YDS.
PENALTY KICK MARK
GOAL AREA
CORNER FLAG
CORNER FLAG
75 YDS.



Trapping ball with knee



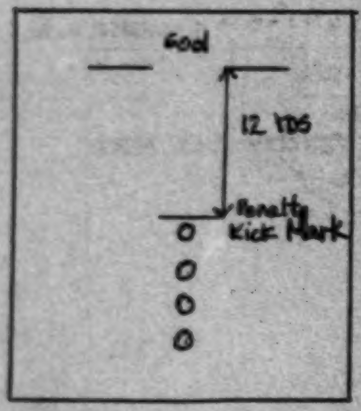
Trapping ball with foot



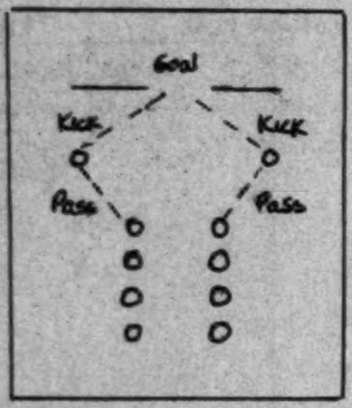
Start of foot dribble

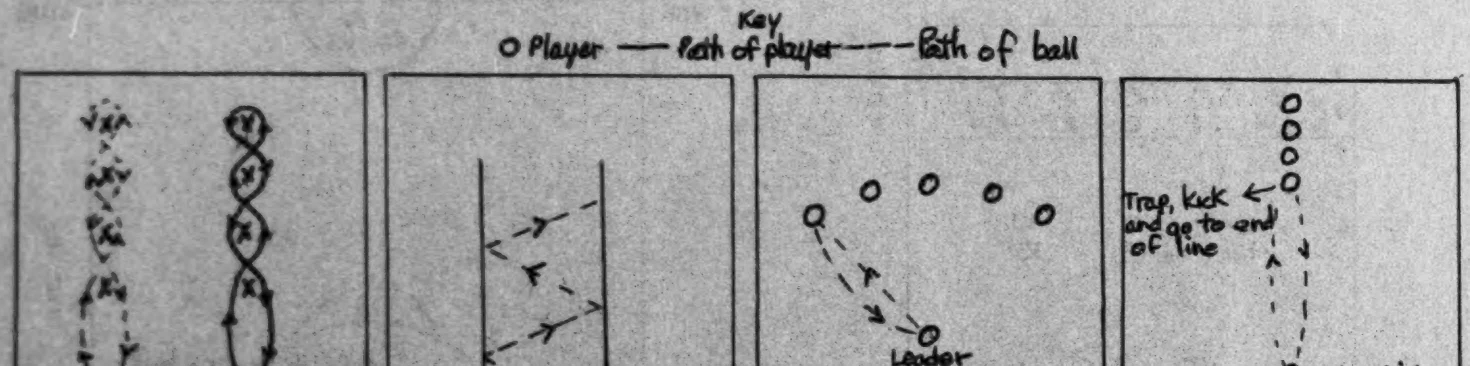
SOCCER DRILLS

Penalty kick


Goal
12 YDS
Penalty Kick Mark

Pass and kick


Goal
Kick
Kick
Pass
Pass


Key
o Player — Path of player ---- Path of ball
Trap, kick and go to end of line
Leader
Trap, kick and go to end of line

SOCCER

Boys: Grade 8
Weeks 4
Girls: Grade 7
Weeks 5

UNIT OBJECTIVES

Demonstrate knowledge of the origin, development and rules of the game.

Demonstrate basic soccer skills.

Demonstrate use of soccer strategy.

Develop interest in persuing the activity after school, i.e., at home intramurals, interscholastic.

INSTRUCTIONAL CONTENT

Origin and development of game.

Rules (scoring and strategy).

Selection and care of equipment.

Techniques and fundamentals:

Passing
  a. sideward
  b. forward
  c. backward

Trapping
  a. foot
  b. shin
  c. body
  d. heading

Dribbling
  a. inside and outside of foot
  b. around post and return
  c. in and out of markers
  d. keep away

Volleying
  a. foot
  b. leg   bouncing ball
  c. shoulder
  d. head   fly ball

Throwing
  a. two hand overhead pass
  b. punting

Tackling
  a. one leg
  b. sole of foot

Blocking
  a. chest
  b. thigh or abdomen

Goal keeping
  a. stance
  b. catching ball
  c. striking ball
  d. throwing
  e. kicking or punting

SOCCER

TEACHING SUGGESTIONS

Stress position play by dividing field into 5 alleys lengthwise.

Safety

Knowledge of skills in body control and ball handling.
Provide warmups.
Select proper playing equipment - balls should be inflated to the proper circumference.
Keep field free of debris and holes.
Glass guard should be provided as well as shin guard if desired.

Modifications

Nine player soccer
Soccer for small area
Rotation soccer
Soccer goal ball
Soccer center ball
Soccer tag
Soccer keep away
Lane soccer
Norwegian soccer

INSTRUCTIONAL MATERIALS

Books:

Team Sports for Girls and Women - Meyer and Schwartz

Training for Soccer - Winterbottom, W., ADD

Soccer Illustrated - DiClement'e, F., (Lincoln High School Library)

Films:

Soccer - Speedball Guide - Division of Girls and Women's Sports

Selected soccer and speedball articles - Division of Girls and Women's Sports

Charts and Diagrams:

Technique Charts - Soccer: Division of Girls and Women's Sports

EVALUATION

Written test
- a. Understand origin and development
- b. Knowledge of rules
- c. Knowledge of strategy
- d. Developmental values in soccer

Skill performance test
- a. Goal kicking - record score
- b. Dribbling in and out of markers (record time to complete course)
- c. Punting or kick-off (record distance)
- d. Wall kick (record number of kicks for 30 seconds)

TEACHING SUGGESTIONS

INSTRUCTIONAL MATERIALS

EVALUATION

Subjective evaluation
  a. Degree of skill in game situations
  b. Evidence of enjoyment
  c. Degree of good sportsmanship
  d. Conformity to rules
  e. Participation, outside of school time
  f. Attitude toward improvement

SOCCER

Suggested Modifications

RULE MODIFICATIONS

Limit playing time
Decrease size of field
Limit player to definite position (goalie - fullback)
Substitute lighter more easily controlled equipment
Increase number of players
Score point by kicking ball over end line (1 point)
Other adaptations on individual basis

MODIFIED GAMES AND SKILLS

Circle soccer
Line soccer
Pin soccer
Soccer kick - distance
Soccer wall-kicking
Soccer golf
Soccer relays
Soccer football
Rotation soccer
Soccer keep-away

SOFTBALL

ORIGIN AND DEVELOPMENT

Softball has had the most rapid and remarkable growth of all sports in the United States. It was first played in the United States about 50 years ago, but was not played outside to any extent until the late 1920's when the Canadians began to use it on small playground areas. The game developed rapidly in Canada and returned to the United States, where it received impetus from the National Recreation Association. This organization supported the game because of its similarity to baseball and its wide appeal to all ages. The game has been called playground ball, kitten ball, recreation baseball, ladies' baseball, and soft baseball; but, in 1933, the name "softball" was generally adopted and a national tournament held at the World's Fair in Chicago. Leo H. Fischer and M. J. Pauley were largely responsible for organizing the Amateur Softball Association, an organization that made a great contribution to the game by effecting standardization of the rules and conducting national tournaments which attracted teams from all parts of the country.

It is estimated that over 5,000,000 active players engage in the game of softball and spend some $20,000,000 annually for equipment. Because of its wide appeal to all ages of both sexes, the game is increasing in popularity each year and is well on its way to becoming one of the most popular recreational activities in our sports program.

The game of softball is played on an outdoor area small enough to be accommodated on most playgrounds. The bases are not as far apart as in regulation baseball and the outfield boundary is much shorter. Because of the larger ball (12 inches in circumference) and smaller bat, it is not possible to drive the ball as far as a baseball, hence diamonds may be located on areas too small for baseball. Equipment generally is less expensive than that required for baseball. Although softabll lends itself to such informal use, it can be and is played on a level requiring a high degree of individual skill and team strategy. In competition where teams concentrate on development of individual skill and team strategy, the game has provided an attraction for fans that rivals that of baseball in some communities.

"Slow Pitch Softball"

Slow pitch is played the same as regular softball except for the following rule differences:

1. No stealing of bases is permitted.
2. The baserunner cannot leave his base until the pitched ball has crossed home plate.
3. Bunting is not allowed.
4. In delivering the ball the pitcher must throw it with moderate speed, below the hip, and with a perceptible arch (10 feet).
5. A team shall [illegible]omposed of ten instead of nine players.

Playing Strategy

Softball permits most of the team strategies used in baseball. The winning team is one that not only masters individual fundamentals but functions as a unit in the execution of team plays. The team should understand and be able to execute the following offensive plays:

1. SACRIFICE BUNT. This play is usually executed with runners on first, or first and second, with none out. The batter bunts the ball toward first or third in an effort to advance the runners one base, in order to get them in scoring position and prevent the possibility of a double play set-up on the next hitter. In softball, however, the bunt may be used as an offensive weapon at any time, regardless of the number of outs, when there is a fast man at the plate.

2. HIT AND RUN. In this play, the runners start for the next base on the pitch and the batter tries to hit the ball between first and second behind the runner, in order to make it more difficult to retire the advancing base runners. A runner on first can often go to third on a single made to right field.

3. SQUEEZE PLAY. With a runner on third in the late stages of a close game with less than two out, it may be advisable to attempt to score the runner on a bunt. In this play, the runner starts for home on the pitch and the batter bunts the ball on the ground. If the ball is bunted properly, this play will prove successful in most instances. The squeeze play may be used in any stage of the game with a runner on third and a weak hitter at the plate.

4. DOUBLE STEAL. This play is usually executed with runners on first and second, or first and third. In the latter case, the play may be used to score a run if the catcher throws the ball through to second base in an effort to retire the runner coming from first.

5. DELAYED STEAL. In this play, the runner does not start for the next base until after the catcher has caught the ball and has started his motion to return the ball to the pitcher. Seeing the runner break for the next base, the catcher must repeat his throwing action in making his throw to a base. A variation of this play calls for the runner to break just as the ball leaves the catcher's hand in his throw to the pitcher, requiring the pitcher to turn and relay the ball to the proper base. These plays succeed best against mechanical batterymen who do not watch the runners closely.

SIGNALS. In order to use the above plays effectively, teams should have a set of offensive signals so that the players concerned may know what play is to be executed. Signals are usually given by one of the baseline coaches, usually the third base coach. On some plays, e.g., the hit and run, the batter may give the signal.

DEFENSIVE STRATEGY. In order to combat offensive team plays, the defense must have a specific plan ready to meet any situation that may arise. In combating the sacrifice bunt with a runner on first, the first and third basemen, along with the pitcher, should play in close, ready to field the ball if it is bunted in their direction. The second baseman should cover first and the shortstop, second. With runners on first and second, the third baseman should cover his base for a possible force-out at that base, unless the ball is bunted so far to the pitcher's right that he can't field the ball, in which case the third baseman must come in and field the ball. Good defensive play requires a high degree of cooperation among all defensive players who keep one another informed by calling out plays, backing up bases for overthrows, and not throwing the ball unless absolutely necessary.

TERMINOLOGY

Assist - Credit an assist to each player who throws or deflects (with hand or glove) a thrown or batted ball in which a put-out results, or would have resulted except for a subsequent error by a teammate.

Batting average - Number of hits divided by times at bat.

Battery - Pitcher and catcher. Hence, they are each other's battery-mates.

Bean ball - A ball pitched at or near the batter's head in order to frighten him away from the plate.

Clean-up - Usually the fourth position in the batting order and occupied by the team's heaviest hitter.

Double-play - Two consecutive put-outs occurring between the time the ball leaves the pitcher's hand and its return to him, except when an error intervenes between the two put-outs.

Double-steal - Two baserunners stealing a base at the same time.

Earned run - Runs scored as a result of base hits, sacrifice hits, stolen bases, put-outs, bases on balls, hit batsman, wild pitches, and balks before fielding chances have been offered to retire the side.

Error -Charged against a player when a misplay prolongs the life of a baserunner or batter, or permits a runner to advance a base, when perfect play would have resulted in batter or runner being retired.

Fielder's choice - When defenesive player elects to retire a baserunner rather than the batsman on a batted ball.

Fielding average - Put-outs, assists, and errors divided into put-outs and assists.

Fungo bat - Light-weight bat used in hitting balls to fielders in practice.

Hit - Ball hit in such a way that batter or preceding baserunners may not be retired by good defensive play.

Hot corner - Third base.

Infield fly - With runners on first and second, or first, second, and third with less than two down, a fly ball hit that can be handled by the infielders. Batter is out.

Initial sack - First base.

"In the hole" - Having an unfavorable count when batting or pitching. If the count is two strikes and no balls, the batter is "in the hole." Also used to describe the player who is two turns away from batting.

Keystone sack - Second base.

On deck - Player in line to follow hitter at the plate; just ahead of the player "in the hole."

Passed ball - Charged against catcher when he fails to hold a pitch he should have controlled and baserunner is permitted to advance. An error, and not a passed ball, is charged if catcher drops third strike and permits batter to reach first base.

Portsider - Left-handed pitcher; also called south-paw.

Put-out - Credited to the fielder who last handles the ball on a play that retires a baserunner. Automatic put-outs are credited to defensive players on certain violations by baserunners and batters.

Running squeeze - Runner on third starts for home with the pitch, hoping batter will bunt the ball safely on the ground.

Sacrifice bunt - Batter bunts ball to advance baserunner and is himself thrown out, or would have been if played properly.

Sacrifice fly - Credited to batter who hits a fly to the outfield permitting runner to advance a baseafter the catch.

Safety squeeze - Runner on third starts for home after batter bunts the ball.

Stolen base - Baserunner advancing without aid of a base hit, put-out, force-out, fielder's choice, passed ball, wild pitch, or balk. On attempted double or triple steal, no one is credited with a stolen base if one player is thrown out.

Switch hitter - Batter who bats both right-and left-handed.

Texas leaguer - Fly ball hit over heads of infielders that falls safely between infield and outfield.

Three and one - A count of three balls and one strike on the batter.

Three for four - Three hits out of four times at bat.

Wild pitch - Ball, legally delivered by pitcher, so wide of the plate that catcher cannot handle it.

SAFETY SUGGESTIONS

Instruct players to grip bat tightly to prevent its slipping from the hands when they swing at the ball.

Require catcher to wear a mask.

Keep batting team behind the backstop or on a batter's bench placed at least 10 feet from the baseline.

Do not use rubber or felt-filled bases on blacktop field.

When using turf fields, do not fasten down the bases.

Tape all bat handles to assure firm grip.

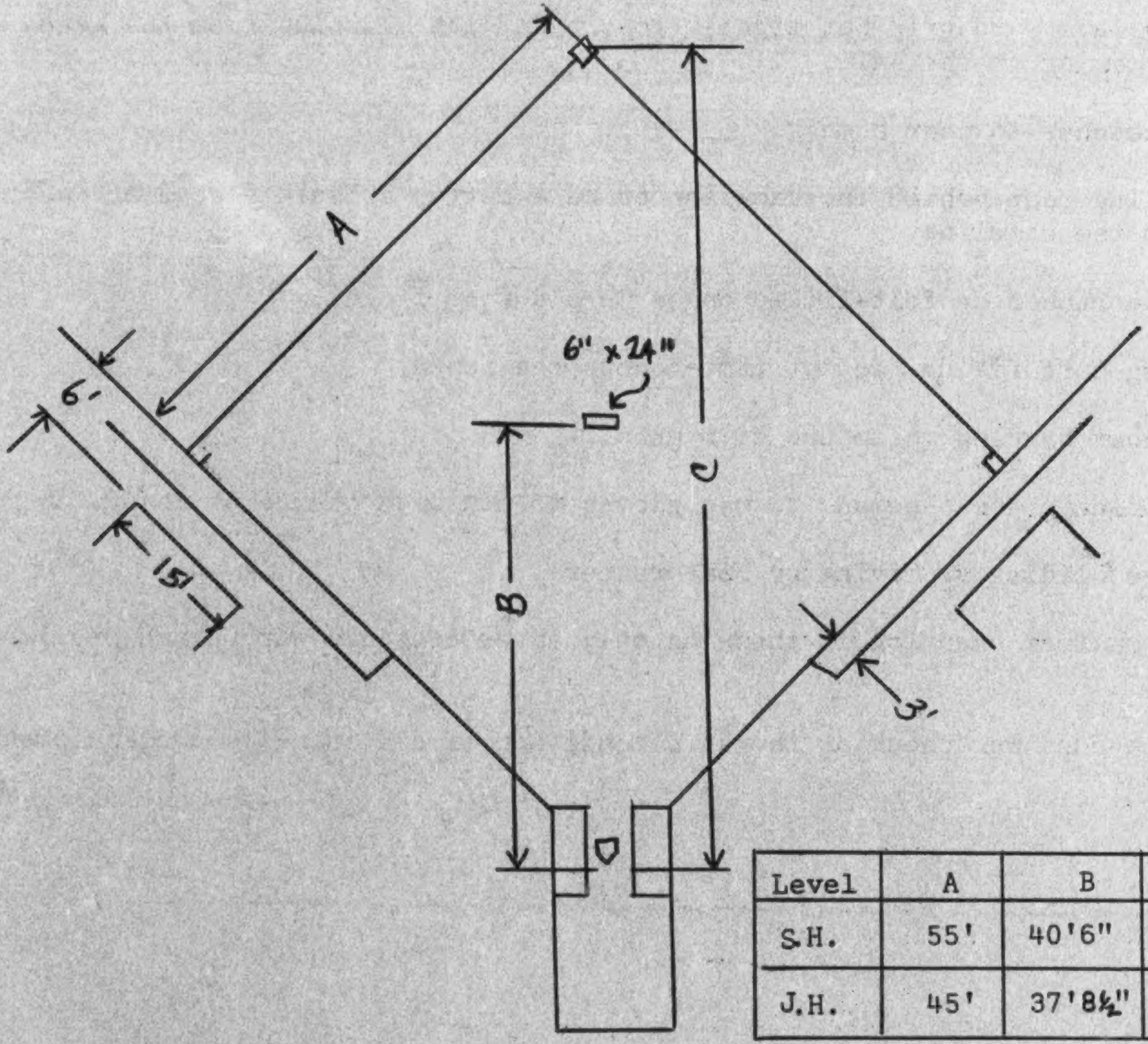
Permit fielders and basemen to use gloves to minimize chance of injury to fingers.

Discourage sliding or diving by base runners.

Approach maximum exertion in throwing only after adequate warmup and preliminary throwing.

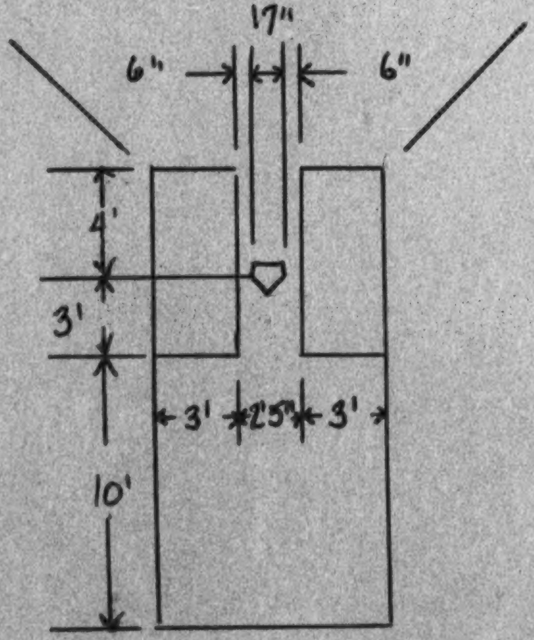
Maintain a constant check on the safe condition of all supplies and equipment.

Softball diamond - Junior and senior high

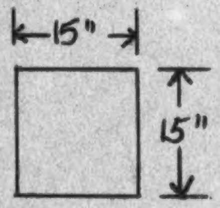

A
6'
15'
6" x 24"
B
C
3'

Level	A	B	C
S.H.	55'	40'6"	77'9"
J.H.	45'	37'8½"	63'7⅛"

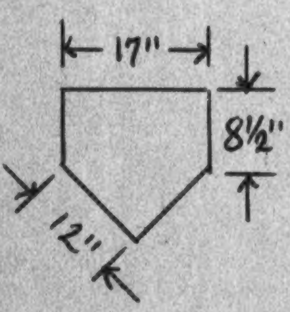
Batter's Box


17"
6"
6"
4'
3'
3'
2'5"
3'
10'

Bases



Home Plate



RECOMMENDED SKILL PROGRESSION

	GRADE			
	7	8	9	10
1. Catching				
a. Below waist	X	X	X	X
b. Above waist	X	X	X	X
c. Fly ball	X	X	X	X
d. Use of glove	X	X	X	X
2. Throwing				
a. Overhand	X	X	X	X
b. Side arm	X	X	X	X
c. Underhand				
(1) Whip			X	X
(2) Toss	X	X	X	X
3. Fielding ground ball				
a. Infield	X	X	X	X
b. Outfield	X	X	X	X
4. Pitching				
a. Strike zone	X	X	X	X
b. Legal delivery	X	X	X	X
c. Types of delivery				
(1) Toss	X	X	X	X
(2) Whip			X	X
(3) Windmill			X	X
d. Types of pitches				
(1) Fastball	X	X	X	X
(2) Change of pace	X	X	X	X

	GRADE			
	7	8	9	10
(3) Curve ball			X	X
(4) Drop ball			X	X
5. Batting				
a. Strike zone	X	X	X	X
b. Grip	X	X	X	X
c. Stance	X	X	X	X
d. Stride and timing	X	X	X	X
e. Swing and follow through	X	X	X	X
f. Bunting	X	X	X	X
g. Place hitting			X	X
h. Fungo hitting	X	X	X	X
6. Base running				
a. Running to first base	X	X	X	X
b. Extra base hits	X	X	X	X
c. Advancing bases				
(1) On batted ball	X	X	X	X
(2) On fly ball	X	X	X	X
(3) Lead-off catcher pitch	X	X	X	X
(4) Stealing	X	X	X	X
(5) Force outs	X	X	X	X
(6) Sacrifice	X	X	X	X
(7) Sliding	X	X	X	X
7. Team play and strategy				
a. Offense	X	X	X	X
b. Defense	X	X	X	X

SOFTBALL

Grade	7	8	9	10
Weeks - Boys	3½	3½	1	2
Birls	1	-	-	1

UNIT OBJECTIVES	INSTRUCTIONAL CONTENT
Demonstrate knowledge of the origin and development and rules of the game.	Origin and development.
Be able to demonstrate the fundamental skills of softball.	Selection and care of equipment. Rules and strategy.
Demonstrate respect for officials' decisions.	Techniques and funadmentals of softball:
	Catching a. below waist b. above waist c. fly ball
	Throwing a. overhand b. side arm c. underhand (whip and toss)
	Fielding ground balls a. infield b. outfield
	Pitching delivery a. toss b. whip c. windmill
	Types of pitches a. fastball b. change of pace c. curve ball
	Batting a. grip b. stance c. swing d. bunting e. place hitting
	Base running a. running to first base b. extra base hits c. advancing bases
	Team play and strategy a. offense b. defense

SOFTBALL

TEACHING SUGGESTIONS

Throw and catch drills
Fly ball drill
Batting practice
Pepper drill
Infield practice
Fielding drill
Base running drill

Modifications

12 to 15 players per side
Batting team use own pitcher
Maximum of three pitches
Bunting not permitted
Stealing not permitted
Two outs to retire side
Two strikes on the batter
Fielding captain is umpire

INSTRUCTIONAL MATERIALS

Books:

How to Play Winning Softball - Leo H. Fischer.

Softball - Arthur T. Noren, New York, A. S. Barnes.

Official Softball Guide and Rule Book - Amateur Softball Association of America, Newark, New Jersey.

Softball Test, AAHPER Test Series.

Filmstrips:

"Softball" - Athletic Institute, 805 Merchandise Mart, Chicago, Ill. 60654.

EVALUATION

Written test
  Test on origin and history and rules

Skill Performance test
  Competitive tournament
  Target throwing
  Base running

Subjective evaluation
  Subjective evaluation on skill performanch

SOFTBALL

Suggested Modifications

RULE MODIFICATIONS

Replace throwing with underhand tossing, bouncing or rolling
Decrease size of diamond
Substitute walking steps for running
Limit players to a definite position such as first baseman and pitcher
Permit player any number of strikes
Permit another player to run in place of batter
Permit another player to bat for runner
Use lighter equipment
Other adaptations on individual basis

MODIFIED GAMES AND SKILLS

Three grounders or a fly
Ball roll
German bat ball
Softball throw for distance
Softball throw for accuracy
Softball twenty-one
Kickball
Beatball
Wiffleball
Softball throw and catch
Call ball
Circle ball
Pegging first
Partner toss
Sponge ball
Softball hit for distance
Softball hit for accuracy

SPEEDBALL

ORIGIN AND DEVELOPMENT

The game of speedball was developed by E. D. Mitchell at the University of Michigan in the early 1920's. Many of the boys and girls in the Middle West had been introduced to basketball in public schools and did not like soccer very well because of the restrictions regarding the use of the hands on the ball. Touch football has certain limitations in that many players on the team do not get to handle the ball regularly. Speedball eliminated many of these objections by providing a game that permitted all the players to participate in all aspects of the game.

The game has developed rapidly and is now a widely played sport in physical education and intramural programs throughout the country.

TERMINOLOGY

Attackers - Members of team in possession of the ball.

Dead ball - Ball is dead following a score, after a foul, during time-out and on a tie ball.

Defenders - Members of team attempting to gain possession of the ball.

Drop kick - A caught ball that is dropped to the ground and kicked just as it leaves the ground.

End goal - Ball caused to cross the end line, not between the goal posts; counts one point for men, no score for women.

Field goal - Ground ball kicked between the uprights and under the cross bar. Counts three points for men, two for women.

Fly or aerial ball - Ball gotten into the air by a kick of one or both feet.

Foot dribble - Method of advancing the ball by a series of kicks with the feet.

Foul - An infringement of the rules which is penalized by a free kick or a penalty kick.

Goaltender - Player on team assigned to defend the goal.

Ground ball - Ball that is rolling, bouncing, or stationary on the ground.

Handling the ball - Touching a ground ball with the hands or arms.

Juggle - Means of advancing the ball by throwing or tapping it into the air and catching it before it strikes the ground.

Own goal - The goal a team is defending.

Passing - Means of advancing the ball in the air by one- or two-handed pass.

Penalty kick - Opportunity afforded to score a point by place-kicking ball from penalty kick mark between uprights and under the cross bar for boys. Girls must drop kick ball over the cross bar.

Pick-ups - Methods of picking up a ground ball with the feet.

Trapping - Method of stopping a moving ball with one or both feet.

SPEEDBALL FIELD DIAGRAMS

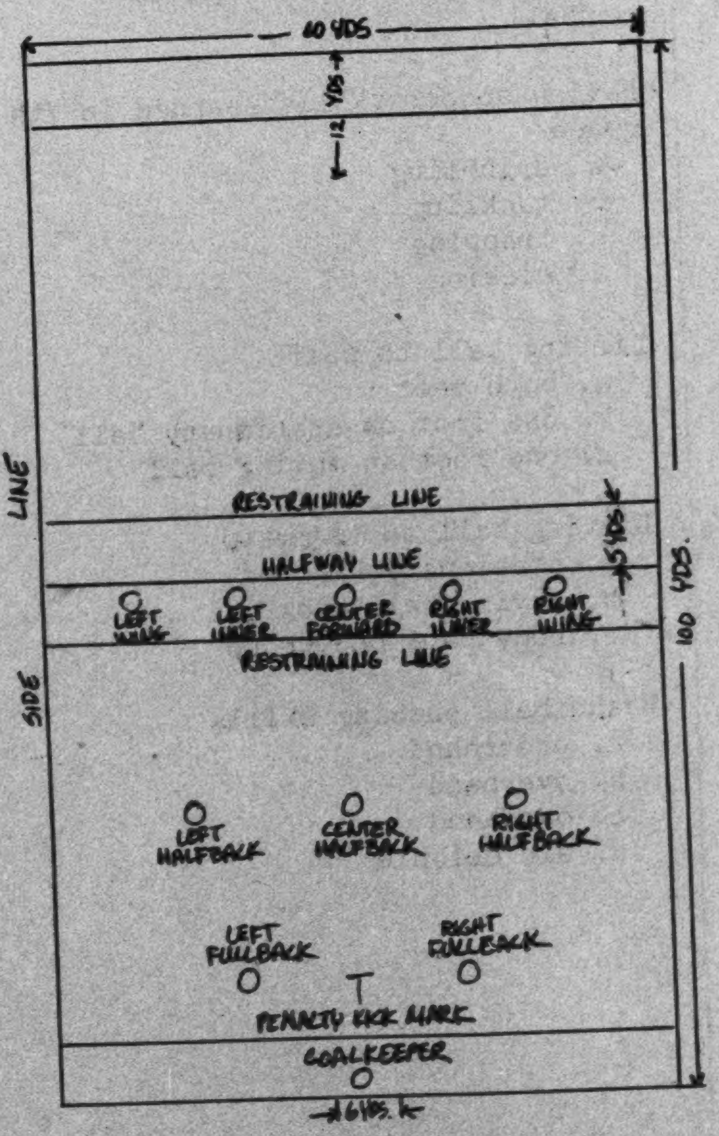

60 YDS
12 YDS
SIDE LINE
RESTRAINING LINE
HALFWAY LINE
5 YDS
LEFT WING
LEFT INNER
CENTER FORWARD
RIGHT INNER
RIGHT WING
RESTRAINING LINE
100 YDS.
LEFT HALFBACK
CENTER HALFBACK
RIGHT HALFBACK
LEFT FULLBACK
RIGHT FULLBACK
PENALTY KICK MARK
GOALKEEPER
6 YDS.

Diagram of girls' speedball field, showing names of players in position.

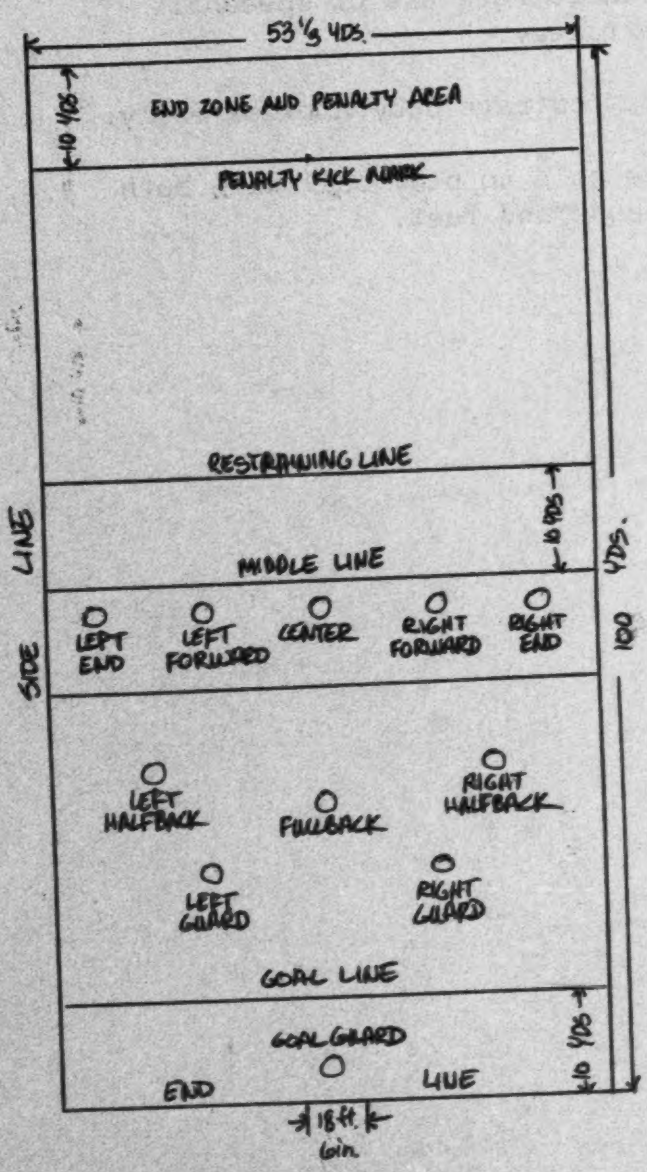

53 1/3 YDS.
10 YDS
END ZONE AND PENALTY AREA
PENALTY KICK MARK
RESTRAINING LINE
10 YDS
MIDDLE LINE
SIDE LINE
100 YDS.
LEFT END
LEFT FORWARD
CENTER
RIGHT FORWARD
RIGHT END
LEFT HALFBACK
FULLBACK
RIGHT HALFBACK
LEFT GUARD
RIGHT GUARD
GOAL LINE
GOAL GUARD
END LINE
10 YDS
18 ft. 6 in.

Diagram of boys' speedball field, showing names of players in position.

SPEEDBALL

		8	9	10
Grade:		8	9	10
Weeks:	Boys			2
	Girls	5	4	

UNIT OBJECTIVES	INSTRUCTIONAL CONTENT
Demonstrate knowledge of the origin, development, and rules of the game. Demonstrate basic soccer and speedball skills. Demonstrate use of speedball strategy. Demonstrate body ambidexterity. Be able to play ball with both hands and feet.	Origin and development of game Discussion and lecture Basic rules of speedball Techniques and fundamentals of speedball Review soccer skills learned in 7th grade a. dribbling b. tackling c. trapping d. kicking Lifting ball to self a. both feet b. one foot on stationary ball c. one foot on moving ball Lifting ball to teammate a. stationary kick up b. moving ball kick up c. body part bounce up Basketball passing skills a. underhand b. overhand c. one hand d. air dribble

SPEEDBALL

TEACHING SUGGESTIONS

See soccer modified games
Indoor speedball
Crap speedball
Aerial ball (Ten passes)
Socbask (must play in specific area
  and wait for ball to come to them)
Speed-a-way
  Drill combinations
  Ground pass, lift
  Aerial pass, goal kick

INSTRUCTIONAL MATERIALS

Books:

Team Sports for Girls and Women - Meyer and Schwartz

Pamphlets:

Soccer - Speedball Guide - Division of Girls and Women's Sports

Selected Soccer and Speedball Articles - Division of Girls and Women's Sports

EVALUATION

Written test
  Origin and development
  Rules
  Strategy

Skill performance test
  Accuracy kicking
  Distance kicking
  Lifting ball various ways
  Wall volley

Subjective observation
  Degree of skill in game situation
  Evidence of enjoyment
  Degree of sportsmanship
  Ability to apply the rules
  Attitude toward improvement

SOCCER - SPEEDBALL

Suggested Modifications

RULE MODIFICATIONS

Limit playing time
Decrease size of field
Limit player to definite position (goalie - fullback)
Substitute lighter more easily controlled equipment
Increase number of players
Score points by kicking ball over end line (1 point)
Other adaptations on individual basis

MODIFIED GAMES AND SKILLS

Circle soccer
Line soccer
Pin soccer
Soccer kick - distance
Soccer wall-kicking
Soccer golf
Soccer relays
Soccer football
Rotation soccer
Soccer keep-away

TRACK AND FIELD

ORIGIN AND DEVELOPMENT

Track and field includes activities as old as basic human movements. The competitive events of today undoubtedly grew from the first men who gained pleasure in running leaping over stream and fallen trees, and throwing rocks and spears.

The first Olympics developed during the Golden Age of Greece. Modern track and field developed from the Olympic Festival of 766 B.C. They included broad jumping, discus, and javelin throwing. Various other activities were introduced later. The shot put and hammer throw originated with the Celts. Hurdling is attributed to the cross fence hoppers in England, and Feudal England and Germany.

The "modern" Olympics were held for the first time in Athens, Greece, in 1896. Women's events were not included in these games. The first international track and field meet for women was held in Monte Carlo in 1921.

TERMINOLOGY

Anchor leg - Last section of a relay race.

Anchor man - Last, and usually fastest, member of a relay team.

Barrier - A hurdle.

Baton - A hollow cylinder made of wood, metal, plastic or cardboard, which is passed from one runner to the next in a relay.

Curb - Inside border of the track.

Exchange zone - An area 20 yards long in which the baton must be passed in a relay race.

False start - The forward movement of any part of the runner's body after the command "Set" and prior to "Go".

Free track - Runners not confined to lanes.

Heat - One race within the total race.

Lane - Area marked on track in which runner must remain during race of that portion of the race.

Lap - One complete circle of the track.

Lead-off runner - First runner of a relay team.

Pace - Rate of speed runner sets depending on distance to be run.

Preliminaries - A series of heats in the same race or flights in fields events which eliminate the less expert performers.

Scratch line - The front edge of the take-off board, or softball line.

Sector lines - The boundary lines within which a thrown implement must land to be fair.

Shuttle relay - Relay run with half the team at opposite ends of the straightaway distance for the race.

Take-off foot - Foot from which jumper leaves ground.

Sprint - Run at full speed.

Trial - An attempt in a field event.

Wind sprints - Alternating short bursts of speed with easy jogging of equal distance.

Pursuit - Relay in which all runners run in same counter-clockwise direction.

Jog - Slow, easy, short-stride running action.

SKILL FUNDAMENTALS

Discus:

Grip:

1. The fingers are spread with the palm flat on the discus. The edge of the discus rests between the tips of the fingers and the first joints of the fingers.
2. The fingers are placed behind the center of the discus, not in front of it.
3. The discus turns clockwise on release of the index finger.

1½ Turning Throw:

1. Start in the back of the circle with your back the the direction of the throw. (You will be executing a turn that carries your body over approximately a straight line from the back of the circle to the front. The purpose of this turn is to accelerate the discus so momentum and body strength can be used to the best advantage.)
2. Preliminary swings:
   a. The purpose is to get the rhythm of the movement and to overcome the inertia of the discus.
   b. Swing about waist height and as far back as possible.
   c. More than two swings are unnecessary. Have a fixed number of swings, such as swing twice and throw on three.
3. As the discus reaches the extreme rear of the swing, begin your forward turn. Your weight transfers from your right foot over to the left.
4. Your right foot leaves the ground and comes over and around the left foot and the left foot, in turn, leaves the ground as you hop down onto a bent right leg. (During the turn your right shoulder and throwing arm should be held back so they trail your turning body.)
5. Pull the discus through at about hip level as your right leg straightens, and your hips start to rotate forward. As your hips come through, your weight begins to transfer to the left leg.
6. The shoulders swing around and your arm pulls forward in a steady, powerful arc. The final impetus is given by a snap of the wrist as your body weight goes up and over your left leg.
7. To help you recover and prevent fouling, shift your weight over to your right foot after the discus has left your hand.

Warm-ups:

1. Arm swing horizontally holding discus.
2. Figure eight weave with discus.

Progression:

1. Throw from a stand with ¼ turn. Start with the side to direction of throw with the emphasis on release and proper spin.
2. Throw from a stand with ½ turn. Start with back to direction of throw, standing in the middle of the circle. Take one long step back, turn and throw.
3. 1¼ turn and throw. Start as for ¼ turn.
4. 1½ turn and throw. Start as for ½ turn.

Teaching Suggestions:

1. Work for smooth, continuous movement.
2. Increase the speed of the turn as control allows.
3. Follow a straight line through the circle.
4. Emphasis at first should be on grip, release, and form.

High Jump:

Western Roll:

1. Approach the bar at an angle of about forty-five degrees from the left if you are right footed. The kicking foot is on the outside and the take-off foot on the inside.
2. Use a seven step run, beginning with the take-off foot. The first three steps are slow, the last four are slightly faster and longer.
3. On the last step, your body weight rocks over the take-off foot as the outside leg kicks up parallel to the bar. The kicking leg and take-off leg produce an upward motion that lifts your body toward the bar.
4. On top of the bar you should be turned on your side with the kicking leg straight and the take-off leg tucked up between the body and the bar.
5. Kick back slightly with the outside leg and drop the inside arm toward the pit to assist in turning down to land.
6. Land on the take-off foot and both hands and absorb the shock of the fall by rolling over on the side.

Straddle Roll:

1. The approach and take-off is the same as for the western roll.
2. As you go over the bar the take-off leg trails and is not tucked under. This is the basic difference between the straddle roll and the western roll.
3. Straddle the bar on your stomach with the chest down. The hips must roll to get the second leg over.
4. Keep the inside arm by your side when going over the bar and then turn it down to soften the landing.
5. Land on the outside hand and the kicking foot. Let the force of the fall roll you over on your side.

Scissor:

1. Approach is similar to straddle or western roll, however, you approach from the right side if the right leg is the kicking leg.
2. The body is in a sitting position at the time the bar is cleared and the arms are lifted and forward.
3. The landing is in a standing position with the kicking leg landing first followed by the take-off leg.

Warm-ups:

1. Stretching exercises.
2. Wind sprints.
3. Jump upward from take-off foot.

Teaching Suggestions:

1. Place bar at low height. Have each person run and jump over to determine the take-off foot.
2. Mass practice on approach and take-off without the use of the cross bar.
3. With the crossbar, have jumpers practice the take-off and clearing the bar in the proper position.
4. Raise the bar as various heights are mastered.

Shot Put:

Grip:

1. Hold at the base of the fingers for beginners and then in the fingers as the hand grows stronger. Never hold in the palm of the hand.
2. Have fingers spread and behind the shot, thumb at the side for balance.
3. Shot carried above and in front of shoulder at side of neck with forearm directly under hand and shot.

Throw:

1. Take a position at rear of circle with your body weight resting on your right leg and your back to the direction you will be throwing.
2. Shift your body weight forward and then hop or slide backward with right foot, toward center of circle with a low, smooth motion that barely allows your foot to leave the ground.
3. The actual putting action is a turning and lifting of the whole right side of the body - as the upward drive from your right leg transmits the power through your hips to your shoulders and then to the arm and hand.
4. After the shot leaves your hand, shift your weight quickly from your left to your right foot. This movement checks your forward momentum to prevent fouling.

Warm-ups:

1. Stretching exercises.
2. 3 short wind sprints.
3. 5 easy puts from a stand.
4. 5 glides across circle.
5. 3 easy complete puts.

Teaching Suggestions:

1. Practice hand position.
2. Put from a stand.
3. Position in center of circle and practice movement to release.
3. Practice position at rear of circle and glide.
5. Practice whole movement without put and then with put.

Running Broad Jump:

1. The run is usually about 90 to 125 feet. Pace off the distance and mark the starting point.
2. The approach must bring your take-off foot down on the board without any break in stride.
3. When beginning the run, take the first stride with the take-off leg, run at full speed and the last step to the board is slightly shorter.
4. The take-off foot hits the board almost flat and then the foot rocks from heel to toe as you drive up and out. The kicking leg swings up vigorously to aid in extra lift.
5. The chin, chest and arms reach upward with the back slightly arched and the feet trailing a little behind the rest of your body. The arms are used to maintain balance.
6. When landing, swing your hips forward and straighten the legs. Land with the feet about shoulder distance apart and lean forward with knees flexed so that you do not fall back beyond the point where your heels touched the pit.

Warm-ups:

1. Stretching exercises.
2. Wind sprints.
3. Jog a 440.

Teaching Suggestions:

1. Pace off the distance from take-off board to the start of the approach.
2. Increase speed only as performer improves form.
3. Encourage students to run-off the board.
4. Break the skill down into parts, practice each, and then put it all together. (Approach, take-off, flight, and landing)

Softball and Basketball Throws:

1. The ball must be thrown from behind a designated line, using as many steps as desired, in an overhand motion.
2. The ball is held in the fingertips and the side of the body should be facing the direction you are going to throw.
3. The throwing arm is bent and the ball is brought behind the head at about ear level as the weight is shifted to the rear foot.
4. When throwing the ball the arm straightens and points forward and upward as the body weight shifts from the rear foot to the forward stepping foot.
5. During the follow through the arm and body continue to move forward. This movement is stopped when the rear foot steps forward.

Warm-ups:

1. Stretching exercises.
2. Wind sprints.
3. Jog a 440.

Teaching Suggestions:

1. Mass practice of proper overhand throwing technique without balls.
2. Practice throw from a standing position and from a few preliminary steps.
3. Emphasis should be on form at first, then distance.

SUGGESTED SKILL PROGRESSION

	7		8		9		10	
	B	G	B	G	B	G	B	G
Starts	X	X						
50	X	X						
100		X	X				X	
220			X		X			
440							X	
880			X					
Mile					X		X	
Low Hurdles	X				X			
Low 60-yd.		X						
Relays								
220 shuttle		X						
440	X	X	X					
880		X			X		X	
High Jumps	X	X	X	X		X	X	X
Long Jump	X	X	X	X	X	X		X
Pole Vault	X				X			
Shot Put	X				X	X	X	X
Discus			X		X	X	X	X
Cross Country			X				X	
Softball Throw		X		X				
Basketball Throw		X		X				

TRACK AND FIELD - BOYS

Grades:	7	8	9	10
Weeks:	3½	3½	2	2

UNIT OBJECTIVES

Knowledge of origin and development of track and field events.

Appreciation of the values relative to Track and Field participation.

Knowledge of track and field rules, techniques and skills.

Knowledge and appreciation of the importance of technique to running, jumping, speed and agility to good performance.

Development of skills in the funadmentals of track and field participation.

Ability to pace oneself relative to speed and endurance on long distance running.

INSTRUCTIONAL CONTENT

History and development of track and field events.

Judging and scoring for track and field events.
  a. attendance at school track meet.
  b. student officials for P.E. or I.M. track and field.

Techniques and Fundamentals

Sprinting: 50 yd.
100 yd.
220 yd. dash
  a. blocks
  b. starting position
  c. starting commands
  d. body position
  e. arm position
  f. finish line tips

Hurdling:
  a. hurdling position
  b. hurdling steps

Middle distance: 440 yd. dash
880 yd. run
  a. form and balance
  b. strategy

Distance run: mile run
cross country
  a. form and balance
  b. strategy
  c. striding

Relays:
  - baton passing

High jump:
  a. western roll and modifications
  b. straddle jump

TRACK AND FIELD - BOYS

UNIT OBJECTIVES	INSTRUCTIONAL CONTENT
	Long jump: a. float kick - with knees to chest and arms over head until just before landing. b. continued running in the air with the back arched and arm flailing. Pole vault: a. skills b. analysis of movements Shot put: a. skills b. analysis of movements Discus: a. skills b. analysis of movements

TRACK AND FIELD - BOYS

TEACHING SUGGESTIONS

Warm up before events and practice

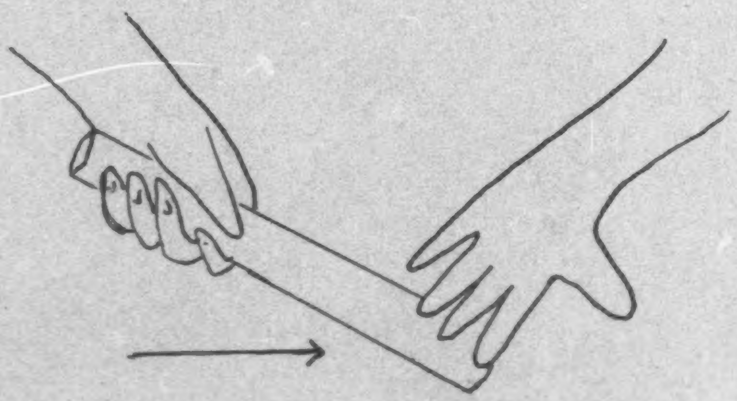
Stay away from shotput and discus areas if not competing (keep area well marked).

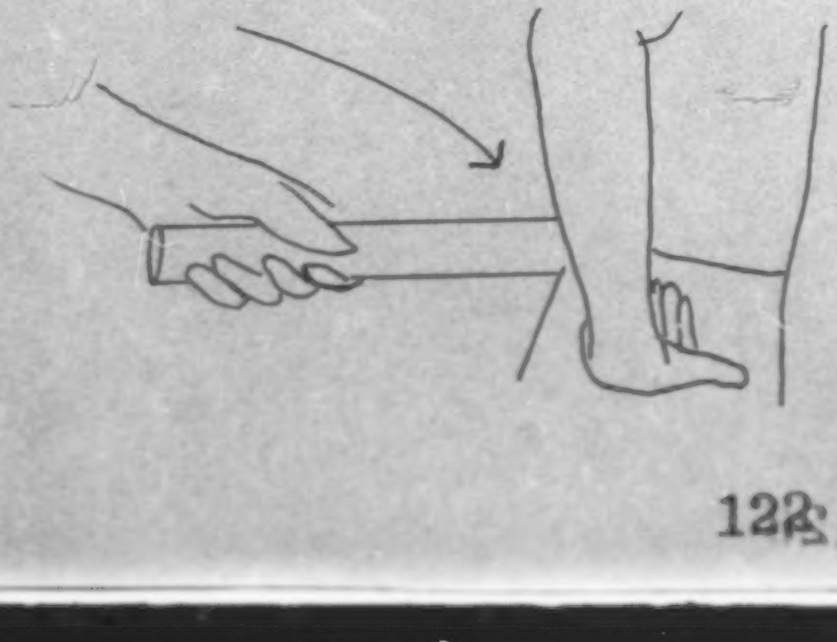
Be sure all equipment is in good condition before using (starting blocks, pole-vault, poles, etc.)

Have proper landing material for field events.

The old-fashioned scissors jump should not be taught because of its limitations and danger to the jumper.

Blind baton passes:





INSTRUCTIONAL MATERIALS

Books:

Modern Track and Field, J. Kenneth Dougherty, New York: Prentice-Hall, Inc.

Track and Field, Charles D. Werher, Naval Institute, 1950.

Track And Field, National Federation of State High School Athletic associations, 7 S. Dearborn Street, Chicago, Illinois

Physical Education for High School Students, AAHPER, 1201 16th St. N.W., Washington, D.C.

Films:

"The Sprinter"
"Relay Techniques"
Coca Cola Bottling Company

Filmstrip:

"Beginning Sports Series" (Set of 10), Valas Jonas Production, Van Nuys, California

EVALUATION

Written tests:
- knowledge of rules, scoring and techniques of track and field.
- knowledge of safety and social courtesies.

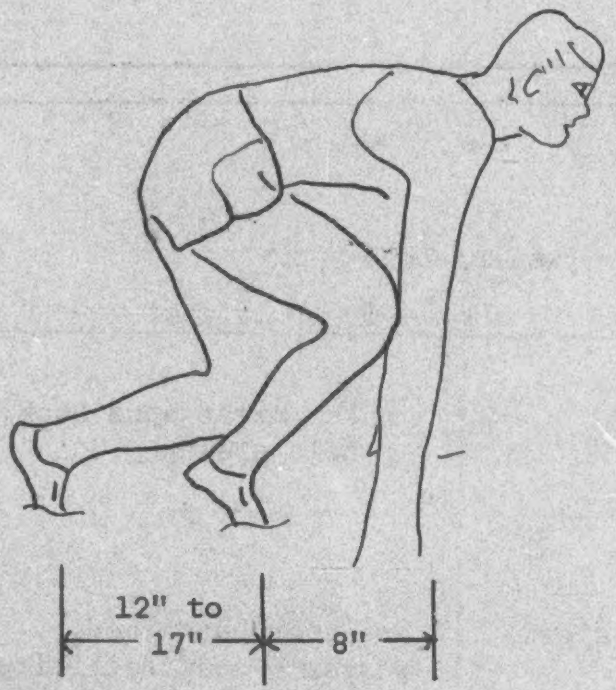
Skill performance tests:
- record of performances on events taught.

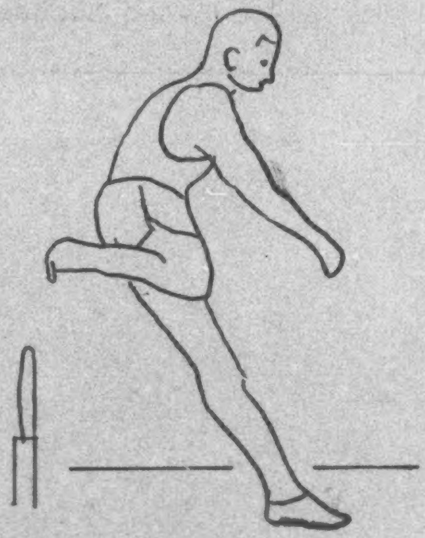
Written reports on development of track events.

Report on high school track records.

TEACHING SUGGESTIONS

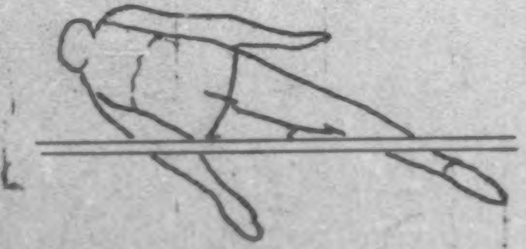
Starting down position:



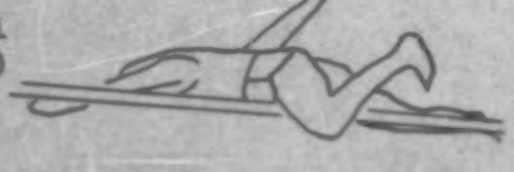


Hip roll for hurdles

Western roll



Straddle roll
(Belly roll)

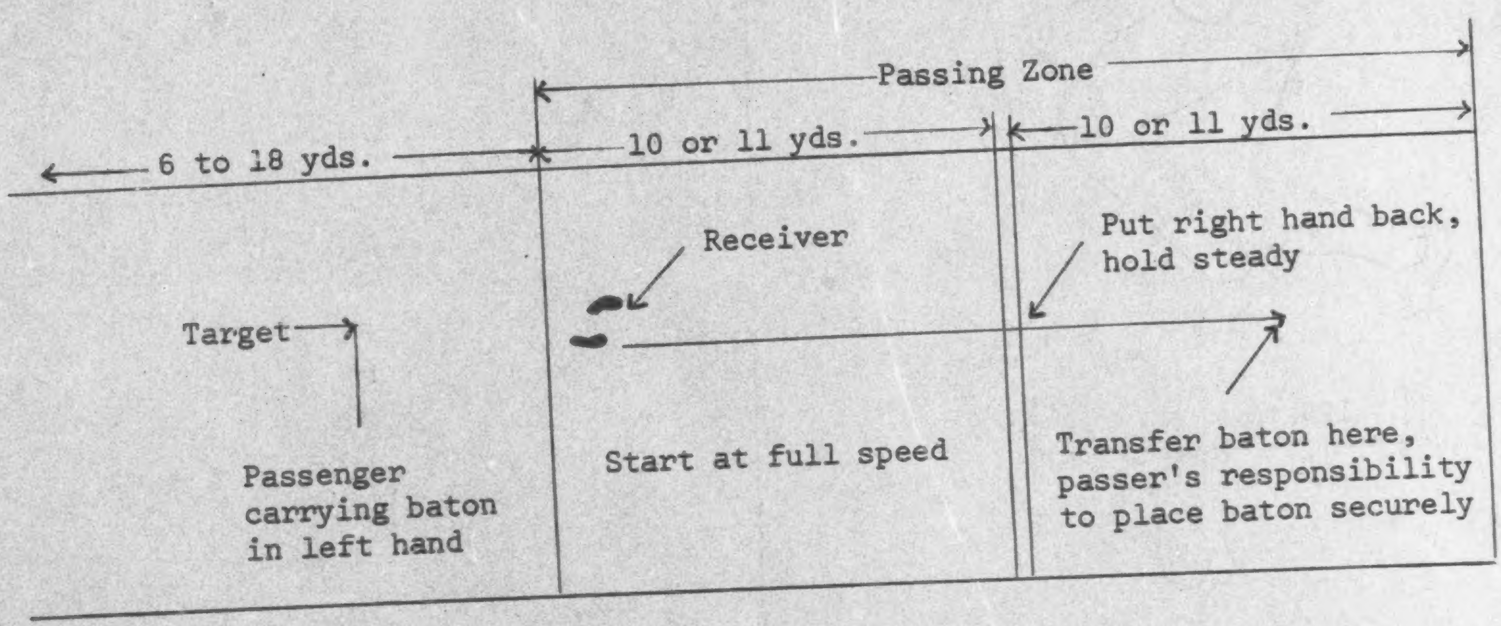


INSTRUCTIONAL MATERIALS

Understanding and appreciation of the values of track and field, to growth and development.

Desire for improvement in performance.

TEACHING SUGGESTIONS


Passing Zone
6 to 18 yds.
10 or 11 yds.
10 or 11 yds.
Receiver
Put right hand back, hold steady
Target
Passenger carrying baton in left hand
Start at full speed
Transfer baton here, passer's responsibility to place baton securely

TRACK AND FIELD - GIRLS

Grade:	7	8	9	10
Weeks:	5	4	4	2

UNIT OBJECTIVES	INSTRUCTIONAL CONTENT
Know history and development of track and field events.	Origin and development
	Selection and care of equipment
Understand the rules and terminology for track and field events.	Rules and strategy
Be able to demonstrate the various skills involved in the different events.	Techniques and fundamentals of track and field
Develop appreciation for the attributes of running, jumping, throwing.	Sprinting a. starting positions b. starting procedure
Develop endurance, speed and agility.	c. arm and leg action
Develop appreciation for track and field as a participant and as a spectator.	Relays a. baton exchange b. types of passes
	Hurdles a. start and approach b. leg action
	Long jump a. approach b. take off c. flight d. landing
	High jump a. scissor b. western roll c. straddle roll
	Throwing events a. grip b. starting position c. throwing technique d. follow through

TRACK AND FIELD - GIRLS

TEACHING SUGGESTIONS

Squad formation
Mass practice
Part-whole method
Teacher or student demonstration
Partners

Safety

Warmup before every practice or event.

Events should be run and practiced in such a manner that no one doing an activity will be in the way of anyone else.

When you finish a race don't stop immediately. Slow down and jog a short distance.

Check all equipment and facilities to see that they are in good condition and free from defects.

Have proper landing material for field events.

INSTRUCTIONAL MATERIALS

Books:

Physical Education for High School Students - AAHPER

Fundamentals of Track and Field For Girls - Miller, Richard, Ronald Press

Track and Field for Girls - Scott, Phebe and Crafts, Virginia

Pamphlets:

Track and Field Guide - Division of Girls and Women's Sports

Film:

Track and Field for Girls - Athletic Institute - IMC

Track and Field for Girls and Women - Color - Teaching Aids Service, 31 Union Square West, New York, N.Y.

EVALUATION

Written test
- Understanding history and development
- Rules applying to various activities
- Reading a stopwatch or tapemeasure
- Aware of good performance - such as time or height for event

Skill performance test
- Individual scores regarding distance, height, and time achieved on the various events.
- Track Meet - among class or class section

Subjective evaluation
- Degree of skill during performance
- Degree of sportsmanship
- Ability to measure or read stopwatch
- Degree of enjoyment
- Participation outside of school

TRACK AND FIELD

Suggested Modifications

RULE MODIFICATIONS

Running: Run short distances only
Substitute walking race
Substitute a shuttle relay
Substitute more runners in relays

Long Jump: Shorten distance between take-off board and pit
Substitute standing broad jump for long jump

High Jump: Shorten approach distance
Practice form only

Shot Put: Substitute lighter equipment
Stationary throws - sitting or standing
Substitute other types of equipment - softball, volleyball or basketball
Practice form only

Discus: Stationary throws only
Substitute lighter equipment
Practice form only

Hurdles: Practice form only
Running along side of hurdles
Hurdling along side of hurdle using hip role only
Substitute lower hurdles

Pole Vault: Practice form only, without crossbar
Lower cross bar

3 OF 6

ED

051152

1.0
1.1
1.25
1.4
1.6
1.8
2.0
2.2
2.5
2.8
3.2
3.6
4.0
4.5
5.0
5.6
6.3

MICROCOPY RESOLUTION TEST CHART
NATIONAL BUREAU OF STANDARDS-1963-A

VOLLEYBALL

ORIGIN AND DEVELOPMENT

The modern game of volleyball was invented in 1895 by William G. Morgan, the physical director of the Holyoke, Massachusetts Y.M.C.A. He was seeking a game for his businessmen's gymnasium classes which had recreational value as well as physical activity. Basketball proved to be too strenuous for the older men in his classes.

There was already a game called "Minton" being played by college students at this time. A seven-foot net was used over which a worsted yarn ball was batted back and forth by players who used rackets. Mr. Morgan eliminated the racket and experimented with a basketball bladder, which opposing teams batted back and forth across a net. He called this "Mintonette".

This did not prove to be satisfactory, so he sent specifications to the Spaulding Company for a ball, smaller and lighter than a basketball. These specifications have remained over the years and are still used.

Dr. Halsted, of Springfield College, saw the new game and sugggested the name of "volleyball", since the object of the game was to volley the ball across the net. This name was immediately adopted. In 1896, a Physical Directors Conference was held at the college, and Mr. Morgan's teams were invited to put on a demonstration game. The game's development was turned over to the conference delegates, and it has grown in popularity ever since.

In 1900 the rules were changed to make it a faster, more appealing game, and in 1917 the first complete volleyball guide was published by the Spaulding Company. This guide included the rules, information on various teams and playing suggestions.

The United States Volleyball Association came into being in 1928 under the leadership of Dr. George Fisher, of the Boy Scouts. This association is responsible for the progress of the game in this country. It formulates and prints the official volleyball rules and guide, administers all open competitive events, sponsors clinics, and demonstrations and is responsible for public relations and the development of visual aids.

Twenty-three countries interested in the game of volleyball formed an International Volleyball Association, and world championship games are held each non-Olympic year, and the game is now officially one of the elective Olympic team sports.

TERMINOLOGY

This unit is rightly entitled "power" volleyball, and therefore this term should be defined. "Power" volleyball differs from recreational volleyball in the amount of organization necessary for the highly refined application of team strategy and individual skills. It is a hard, fast and very exciting game, both for the players and spectators, and it demands a quick and alert, extremely well coordinated athlete with great stamina to master its complex skills and playing strategy.

Ace: a serve hit so hard, or so accurately, or with so much spin that the defense cannot return it

Back: the player position at the rear of the court. A "back" attempts to relay any ball hit to him by the opposing team up toward the net where a "forward" may set it up or hit it into opponent's court

Block: an attempt by one or more defensive players to block the ball at the net

Bounce Pass or Dig: both hands are clasped together with forearms side by side. The ball is bounced off the forearm, or hand. Usually used for a ball that comes below waist height

Catching: an illegal movement that allows the ball to come to rest on any part of the body. The ball must be clearly batted.

Chest Pass: a pass made with hands raised in front of the chest and head

Dead Ball: when the ball is out of play, following a point, side out or any other decision temporarily suspending play

Defense: action by a team when the ball is controlled by its opponents. It pertains primarily to receiving the serve or spike, and blocking spiked balls.

Double Hit: the ball touches a person twice before being played by another player; this is a foul. However, a player may touch the ball twice if one of the contacts was made simultaneously by another player. He may then hit the ball a second time and this counts as a legal hit.

End Line: a line 2" wide, parallel to the net and 30 feet from it, marking the ends of the courts. Each of the end lines is 30 feet long, the width of the court.

Foot Fault: stepping on or over the end line while serving; results in loss of serve

Foul: any violation of the general volleyball rules; a foul, if committed by the serving team, causes that team to lose the serve; if committed by the receiving team, it results in the serving team scoring a point.

Game: a game shall end when (1) either team has scored 15 points with a 2-point advantage; (2) if the score is 14-14, play continues until one team has a 2-point advantage; (3) 8 minutes in playing time have elapsed, providing that one team has a 2-point lead. If such is not the case, play continues until one team acquires the lead.

Game Point: the situation in a game when the serving team is within one point of winning the game

Holding: this illegal movement is usually a two-handed movement that allows the ball to rest momentarily in the hands

Lifting: an underhand movement that causes the ball to rest on the hand or hands and be carried upward; it is a foul

Line Ball: during play, if a ball strikes any part of the outside court boundary lines, it is called a "line ball" and is recognized as being in bounds

Match: usually the best two out of three games

Net Recovery: when a ball hits the net, and a player takes it from the net with an underhand or overhand pass, enabling his teammates to continue play

Offense: action by a team that controls the ball; it includes serving, passing, setting and spiking

Overhand Pass: a ball played with the fingertips of both hands; contact is usually made in front of the face, and the ball is passed in the direction in which the player is facing.

Out of Bounds: a ball is out of bounds when it touches the net outside the court markings, or the ground outside of the court

Pass: the controlled movement of the ball from one player to another on the same team

Placement Serve: a serve which is directed to the spot which will be most difficult to handle for the return play

Point: a point is scored any time the receiving team fails to make a legal return of any ball hit into its court

Pushing: this is an illegal movement in which a two-handed chest pass causes the ball not to be "clearly batted"

Punched Ball: a fist action to save a poor pass that is too close to the net for the setter or spiker to handle

Rotation: after the opposing team has lost the serve, the team taking the ball for the serve rotates one position clockwise before serving; the right back player then serves

Save: any bounce pass or underhand hit that cannot be taken with the overhead position; a dig is usually used for this

Scoop: to lift the ball with the hands; it is illegal.

Set or Setup: a special high pass, if at all possible made overhand, for the purpose of placing the ball in position for another player to play, preferably with a spike.

Serve: putting the ball in play at any point behind the end boundary of the court, by the player in the right back area of the court

Spike: a leap into the air and a sharp downward hitting of the ball into the opponent's court. Most spiking is accomplished close to the net, and it is an advanced skill requiring much practice.

Throwing: this foul is usually a one-hand or two-hand overhead movement that causes the ball to "ride" the hand during a throwing action.

Underhand Bump: Use of one fist or heel of hand to return ball below the waist

Underhand Pass: a ball played below the waist with both hands clasped together; the hands or forearms, held away from the body, parallel to the floor, act as a surface from which the ball can bounce (similar to a "dig" action)

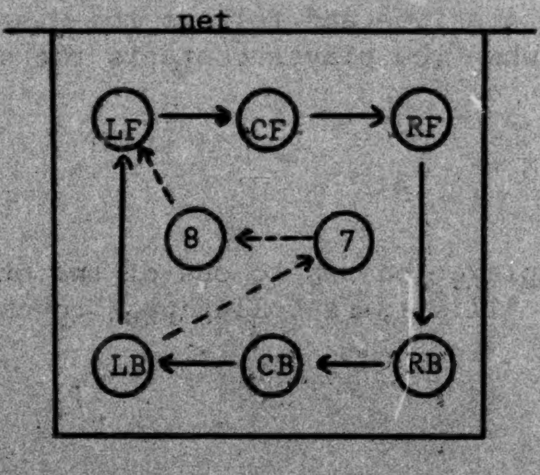
INSTRUCTIONAL MATERIAL

Recommended Height of Net:

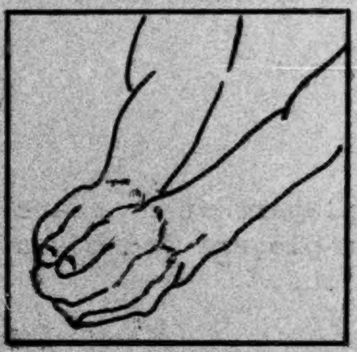
7th and 8th grades	7 to 7½ ft.
9th and 10th grades	7½ to 8 ft.

Note: Players should be able to hang fingers over the top of the net.

6-or 8-man rotation in play



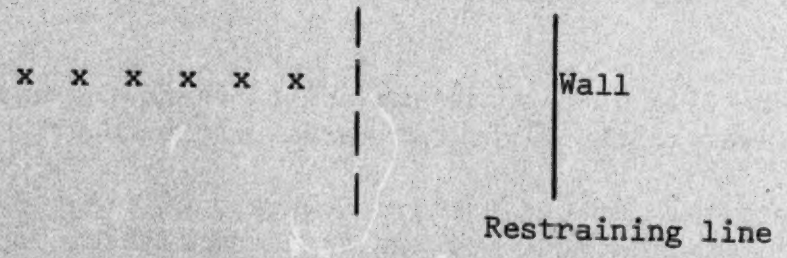
Position of hands on the underhand pass



OVERHEAD VOLLEY:

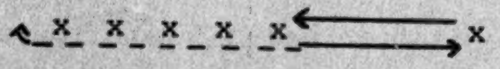
Group Drills:

1. File formation in front of a wall with a line drawn net height on the wall. The ball is volleyed by the first player against wall and above line. The first player then runs to the end of the line while the second player volleys the rebound and repeat throughout the entire line. A restraining line may be used.

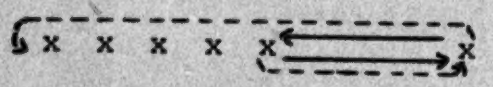


2. File formation with a leader. The leader passes the ball to the first player who after passing it back to the leader runs to the end of the line.

   a. Change the leader each time through the line.

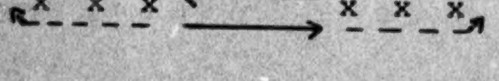


   b. First player passes to the leader and follows his pass to the leader's side; leader passes back to the second player and follows pass to the end of line.

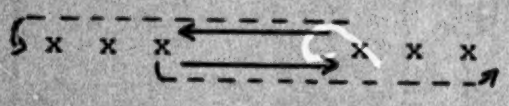


   c. Same as "b" only reduce players to three or four.

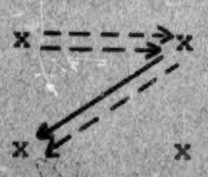
3. Shuttle formation over the net. A player volleys the ball over the net and runs to the end of the line.



4. Shuttle formation without a net. A player passes the ball to first player of the opposite line and follows the pass to the end of that line; the first person in the other line passes to the opposite line and follows the pass to the end of that line. A jump may be added when the player contacts the ball.



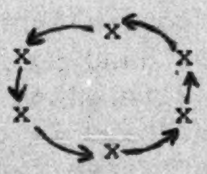
5. Four players in a square formation. First player passes to one of the other corner players and moves to that position. All players follow pass to change positions.



BACK OVERHEAD PASS:

Group Drills:

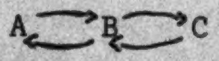
1. Circle formation with players moving counter-clockwise. Ball is started with any player and he makes a back set to the player behind him. The ball continues around the circle in a like manner.

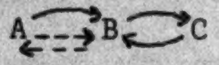


2. File formation with a space of four or five feet between players. The first player sets the ball backward and so on through the line. When the ball reaches the last player, all players about face and the ball is again sent back through the line.

x→x→x→x→x→x

3. Three man pass drill. Player A passes to B and B makes a back set to player C. The passing formation may be varied and players exchange positions by following their passes and exchanging with the player who faces them.

a.


b.


(The players may stand next to the net to make it more game-like.)

UNDERHAND RECOVERY PASS (Bounce Pass)

Basic Movement:

1. Two-arm forearm bounce or two-handed dig
   a. The hands are clasped with elbows rotated inward which forces the forearms side by side.
   b. The knees are slightly bent and the whole body crouches with the forearms held low and at an angle which will cause the ball to be squarely struck.
   c. As the ball strikes the forearms the knees and body extend as the arms are moved slowly upward.
2. One-hand bounce or one-hand dig.
   a. The hand is slightly cupped with fingers together or a fist may be used.
   b. The knees and body are in the same position as the two-handed dig.
   c. As the heel of the hand strikes the center of the ball the wrist and forearm pull upward to give the ball height.
3. Net recovery
   a. Eyes must watch the ball hit the net.
   b. One side is turned toward the net.
   c. The body is crouched to wait for the ball to bounce as far as possible from the net.
   d. Allow the ball to drop almost to the floor.

THE SERVE:

Basic Movement:

1. Underhand
   a. Knees are flexed with left foot slightly in front of right.
   b. The ball is held by the left hand in front and to the right of the body.
   c. A high back swing is taken with elbow straight.
   d. The heel or side of the open hand is used to strike the ball.
   e. As the swing is made, a short step forward can be taken with the left foot. Watch endline for footfault.
   f. Strike the ball directly in the center to eliminate spin.
   g. A full arm follow through is used in the desired direction.

2. Overhand
   a. The ball is tossed in front and from 3 to 4 feet above the right side of the body and shoulders. The left side is turned toward the net. (Similar to the tennis serve and softball throw. No step is necessary.)
   b. Right arm is bent as in an overhand throwing motion.
   c. Contact is made above the forehead with the fist or heel of the hand.
   d. Very little follow through is necessary
   e. Top-spin is imparted by capping the ball with fingers after hitting it with the heel of the hand.
   f. A "floater" is a ball that travels fast and dies quickly. It can be created by hitting the ball in the center and not capping the ball with fingers after the hit.

SKILL PERFORMANCE TESTS

Overhead Volley:

1. Brady Volleyball Test: The student stands where he wishes and begins the test by throwing the ball against the wall. The wall is marked with a horizontal line 11½ feet above the floor and 5 feet long. The ball is returned to the wall in a series of volleys with the boundaries. Only legal volleys are counted. If the ball is caught or gets out of control, it is started as at the beginning of the test. The player is timed for one minute, and the number of successful legal volleys that hit within the rectangle on the wall are recorded.

2. Russell-Lange Volleyball Test: A line 10 feet long is marked on the wall at net height, 7½ feet above the floor; another line, 10 feet long, is marked on the floor, parallel to and 3 feet from the wall. The student stands behind the 3-foot line and tosses the ball to the wall. When the ball returns the player volleys it repeatedly against the wall above the net line for thirty seconds. The ball may be caught and restarted with a toss as at the beginning of the test. If the ball gets out of control, it must be recovered by the subject and brought back to the 3-foot line to be started over again. The score is the number of times the ball is clearly batted from behind the 3-foot line to, on, or above the 7½ foot line on the wall. The total score from the best of three trials is recorded.

3. Self volleys or sets: A half volleyball court is used for beginners as the restricted area and a basketball restraining circle may be used for intermediate or advanced students. The student tosses the ball above her head and then makes repeated volleys to herself. The number of consecutive legal volleys are counted until the student steps out of the limits, uses an underhand technique, or loses control of the ball.

4. Repeated volleys. Same structure as the Russell-Lange test only instead of a 3-foot restraining line use a 6-foot restraining line.

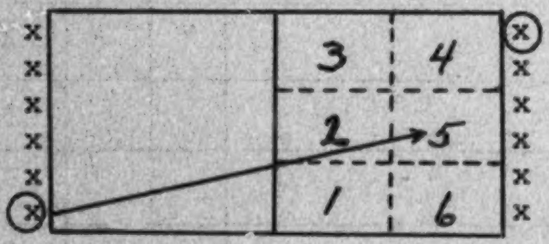
Underhand Recovery Pass (Bounce Pass)

Use the same tests as described for the overhead volley except limit the technique to the two-arm forearm bounce or dig.

The Serve:

Serving Placement Tests:

a. Ten trials to place the serve in the last five feet of the court, marked by a horizontal chalk line.
b. Twelve trials to place the serve in a court which is equally divided into six sections, in order of the numbered sections. The server is given two attempts for each section.



SKILL PROGRESSION

	GRADE			
	7	8	9	10
Overhead volley	X	X	X	X
Forward set-up and pass		X	X	X
Underhand dig	X	X	X	X
Underhand bump		X	X	X
Net recovery	X	X	X	X
Underhand serve	X	X	X	X
Overhand serve			X	X
Sidearm serve				X
Backward set-up and pass			X	X
Spike				X
Blocking				X
Screening				X

VOLLEYBALL

Grade:	7	8	9	10
Weeks:	3	2	2	2

UNIT OBJECTIVES

Knowledge of origin and development of the game of volleyball

Knowledge and application of volleyball rules

Recognize the relative values of volleyball skills to other activities

Ability to perform the basic techniques and skills of the game

Ability to spike in various directions

Appreciation of the carry over values ov volleyball to leisure time activities

INSTRUCTIONAL CONTENT

Origin and development of the game of volleyball

Selection and care of equipment

Rules and terminology

Technique and fundamentals of volleyball

Volley
- a. overhead volley
- b. forward set-up and ball pass
- c. underhand dig
- d. underhand bump
- e. net recovery
- f. backward set-up and pass

Serve
- a. underhand
- b. overhead
- c. sidearm

Spike

Blocking

Screening

Break falls
- a. knees to hands
- b. standing to knees
- c. diving for lowball
- d. falling backwards

Court position and strategy

VOLLEYBALL

TEACHING SUGGESTIONS

Wall volley
Three man spike drill
Net returning
Two man set-up drill

Safety:

Tennis shoes should be worn.
Glass guards should be used.
Finger and wrist strengthening exercises should be done

Modifications:

Use of larger or smaller numbers on each side
Reduce height of net:
7 feet------(7th grade
(8th grade
7½ feet-----(9th grade
(10th grade

Server step closer to net instead of helping serve
Any number of hits on each side

INSTRUCTIONAL MATERIALS

Books:

Volleyball Guide (Girls): D.G.W.S.

Power Volleyball Drills: Harlan Cohen, Creative Sports Books

A Guide Toward Better Teaching of Volleyball Fundamentals: Betty Reeves, Los Angeles City School District, 1964

Filmstrip:

Volleyball Instructors Guide: Robert Laveaga, Athletic Institute (accompanying film strip series - very good) I.M.C. has it.

Loops:

Volleyball Unit I through IV: Athletic Institute, Visual Sports Instructors Aid

EVALUATION

Written tests

a. history
b. purpose
c. terms
d. strategy

Skill Performance Tests

a. repeated self-volleys (highest number)
b. repeated self-digs
c. placement serves

Subjective

a. degree of skill used in game situation
b. degree of participation
c. sportsmanship
d. participation in outside activity

VOLLEYBALL

Suggested Modifications

RULE MODIFICATIONS

Limit playing time
Decrease size of court
Limit player to a definite position on the court, i.e. right back or left back
Limit player to serving only
Increase number of players
Permit player to hit ball any number of times
Decrease distance of service
Decrease height of net
Other adaptations on an individual basis.

MODIFIED GAMES AND SKILLS

Newcomb - permit players to catch the ball before returning it

Balloon Volleyball - players may hit the balloon any number of times in returning it.

Self testing - Volleyball serve
Wall Volley
Johnson Throw and Catch
Net Volley
Two-hand Overhead Volley

WRESTLING

ORIGIN AND DEVELOPMENT

Wrestling is one of the oldest of sports. Its practice in prehistoric times was probably a method of learning self-preservation. In early history, wrestling was an accepted method of preparing men for war. The champion wrestlers of ancient Greece were held in high esteem and one has but to read Homer's tales to realize its important and honorable position during that period of history.

The sport has taken many different forms in the various countries of the world, some of which seem rather ridiculous to those of us who are accustomed to free style wrestling as practiced in the English speaking nations. The early history of America is dotted with accounts of wrestling - the most famous is of Abraham Lincoln's bouts at New Salem, Illinois.

Nature of Wrestling

There are two world-wide styles of wrestling - the Greco-Roman and the free style, both of which are competed in the Olympic Games. In this country we use a variation of the free style in which the wrestlers start in an upright position and one attempts to pin the shoulders of the other to the mat for two seconds. This style of wrestling, when practiced in the schools and colleges of the country, is commonly called catch-as-catch-can.

The professional style of wrestling in vogue in this country can scarcely be classified as wrestling, and has proved very detrimental to the fast, clean school sport. It gives one a distorted idea of sport because the antics of the professionals are merely an attempt to entertain. On the other hand, wrestling in school is designed to develop the body and self-confidence as well as to provide training in fair play.

Amateur Wrestling

Amateur wrestling is a science based on maneuvers in which one opponent attempts to gain and maintain control over another opponent. The ability to execute these maneuvers is based primarily on a combination of speed, strength, the science of wrestling, endurance, and will to win.

The primary objective of amateur wrestling is to pin the opponent by forcing his shoulders to contact the mat simultaneously for a period of at least one second. If no fall is secured, however, a decision may be won based on points gained with wrestling ability and securing and maintaining positions of advantage.

WRESTLING RULES

Start of match -

First - Both wrestlers come forward from the corners of the mat, receive instructions. . .

Next - Wrestlers shake hands, referee blows his whistle and signals "Wrestle"

Action- Each wrestler attempts to gain control of the other by getting behind him or on top of him for a TAKE DOWN.

Points- The first points are likely to be given for a TAKE DOWN. When one wrestler gets a take down, the referee signals two points with his right hand.

Then - The defensive (usually bottom or "down") wrestler will attempt to ESCAPE or REVERSE his position - to get on top or behind.

The offensive (usually top or "up") wrestler is trying to stay on top and works for a hold with which he can keep his opponent's shoulders on the mat for two seconds - a FALL or PIN.

Every match consists of three periods, each two minutes long. (Junior High - 1 minute)

FIRST PERIOD - Starts from standing or neutral position.

SECOND PERIOD - Starts from the "Referee's Position." Choice of position is decided by the toss of the coin - the winner of the toss may choose either up or down.

THIRD PERIOD - Starts with the positions at the start of the second period reversed.

Spectators should watch the referee as he indicates the points they are scored by holding up the fingers of his right hand.

SCORING AND TERMINOLOGY

"MAT" POINTS

FIRST TAKE DOWN - - - - - 2 points
SUBSEQUENT TAKE DOWNS - 1 point

When a wrestler gets behind or on top of his opponent from the neutral or standing position. The first take down of each match receives 2 points, and 1 point for each subsequent take down during the regular match.

ESCAPE - - - - - - - - 1 point
Getting out from underneath an opponent to standing or neutral position - facing him.

REVERSAL - - - - - - - 2 points
Getting out from underneath an opponent and behind or on top of him by one maneuver.

NEAR FALL - - - - - - - - 3 points
Holding an opponent's shoulders with a pinning combination within approximately one inch of the mat for two full seconds or more, or the shoulders are held in continuous contact with the mat for one full second.

PREDICAMENT - - - - - - - 2 points
Holding an opponent's shoulders with a pinning combination within approximately four inches of the mat for two full seconds or more. When one shoulder of the defensive wrestler is touching the mat, and the other shoulder is within a 45 degree angle with the mat.

STALLING--TO OPPONENT - 1 point
Having a position of advantage and failing to make an honest attempt to secure a fall.

ILLEGAL HOLDS, TOUGHNESS
TECHNICAL FOUL- - - - - 1 or 2 points
Awarded to offended wrestler.

"TEAM POINTS"

PIN OR FALL - - - - - - - 5 points
DECISION- - - - - - - - - 3 points
DRAW- - - - - - - - - - - 2 points - To each team.
DEFAULT OR FORFEIT- - - 5 points

SKILL PROGRESSION

	GRADE			
	7	8	9	10
Referees Position				
a. Escapes	X	X	X	X
b. Stand up	X	X	X	X
c. Sit out	X	X	X	X
d. Somersault		X	X	X
Reversals				
a. Side roll	X	X	X	X
b. Out side leg roll	X	X	X	X
c. Switch	X	X	X	X
d. Step over	X	X	X	X
Pins				
a. 1/2 Nelson crotch	X	X	X	X
b. Reverse Nelson	X	X	X	X
c. 3/4 Nelson			X	X
d. Cradle			X	X
e. Body pres			X	X
Takedown				
a. Double leg	X	X	X	X
b. Single leg	X	X	X	X
c. Firemans carry		X	X	X
d. Duck under			X	X
e. Hip lock			X	X
Rides and Break Downs				
a. Deep waist	X	X	X	X
b. Head lever and deep waist		X	X	X
c. Near arm - for ankle		X	X	X
d. Inside ankle pick up		X	X	X

WRESTLING - Boys

Grades:	7	8	9	10
Weeks:	3	3	3	2

UNIT OBJECTIVES

Knowledge of the origin and histroy of high school wrestling

Demonstrate the fundamental skills of wrestling

Demonstrate the basic techniques and strategy of wrestling

Learn to compete in own weight class

Development of self-reliance

Develop appreciation for wrestling as a participant as well as a spectator.

INSTRUCTIONAL CONTENT

Origin and development

Rules and scoring
  a. individual match
  b. team
  c. tournament

Techniques and fundamentals of wrestling

Referee's position
  a. escapes from underneath
  b. stand up
  c. sit out
  d. somersault

Reversals
  a. side roll
  b. outside leg roll
  c. switch
  d. stepover

Pins
  a. half Nelson crotch
  b. reverse half Nelson
  c. 3/4 Nelson
  d. body press
  e. cradle

Take downs
  a. double leg
  b. single leg
  c. firemans carry
  d. duck under
  e. hip lock

Rides and breakdowns
  a. deep waist
  b. head lever and deep waist
  c. near arm - far ankle
  d. inside ankle pickup

Competitive wrestling
  a. mat position
  b. time factor
  c. offensive and defensive strategy

WRESTLING - Boys

TEACHING SUGGESTIONS

May begin unit starting with pin positions.

May begin unit starting with referee's position.

Safety

All sharp or hard objects should be covered with a protective mat - cover walls and floors.

Finger nails should be cut short. No rings or sharp objects should be worn.

The instructors should know which holds are dangerous

Mats, equipment, and wrestlers should be kept clean.

Modifications

King of the mat (any number)
  a. force out
  b. pin elimination

Base drill (2 man)
  - knock away from referees position

Floating drill (2 man)
  - top man goes chest to back with no arms

Chain drill
  - switch to roll to sitout, etc.

INSTRUCTION MATERIALS

Books

N.C.A.A. Rule Book
Complete Book of High School Wrestling, Brown, Robert and Kenneth Ober.
Winning Wrestling, Dratz, John, Manly Johnson, and Terry McCann
The Young Sportsman's Guide to Wrestling, Gardner, Frank "Sprig"
Action Drilling in Wrestling, Gianakaris
Championship Wrestling, Keen, Speidel, and Swartz
Learn Wrestling, Leeman and Williams
Learning How... Wrestling, Macias, Rummy.
The Mechanics of Wrestling, Martin

Films

Techniques to Successful Wrestling, Coffee, Charles C.
Basic Wrestling Skill, Loop film, from I.M.C. f 3158
Wrestling, Filmstrip, Athletic Institute

EVALUATION

Written test on:
  a. rules
  b. scoring
  c. strategy
  d. development of game

Skill performance tests
  a. take down
  b. reversals
  c. escapes
  d. pin holds

Subject observation
  a. tournament play according to weight classification
  b. degree of skill in game situation
  c. degree of sportsmanship
  d. conformity to the rules
  e. participation outside of school day - either as participant or spectator

WRESTLING - JUDO
Suggested Modifications

RULE MODIFICATIONS

Limit wrestling time such as: 10 second escapes
10 second breakdowns
10 second takedowns
Shorter matches

MODIFIED GAMES AND SKILLS

Work on form individually
Adapt skills to individual limitations
Use combatives: Indian wrestling
Indian leg wrestling
Practice setting up but not completing throws
Pairing of players by size and ability
Practice throws in swimming pool
Battle Royal
Hand wrestle
Leg lift
Kneel wrestle
Hanker fight
Kangeroo fight
Ring shoulder shove
Charge the guard
Free lift
Poison pin
Hot hands
Hot boxing
Wand wrestle
Arm wrestle standing
Swatter boxing
Chinese tug
Line football crash
Pull for shore
Captured
Line wrestling
Tire boxing
Tire wrestling
Rooster fight
Arm lock wrestle
Hop across

FITNESS TESTING AND BODY MECHANICS

Weekly Time Allotment

Grades:	7		8		9		10	
	B	G	B	G	B	G	B	G
Fitness Testing	3	3	3	3	3	3	2	2
Body Mechanics and Class Organization	1	3	1	3	1	2	1	1

PHYSICAL FITNESS TESTING

Grade:	7	8	9	10
Weeks-Boys:	3	3	3	2
Girls:	3	3	3	2

UNIT OBJECTIVES

To assess pupil level of ability in regards to:
- speed
- endurance
- upper body strength
- leg power
- agility

To determine pupil fitness - motor ability prorile for grouping or assigning to the adapted program

To motivate pupils for improvement by providing the opportunity for self-evaluation

Provide the pupil with the opportunity to excel and achieve recognition

To determine degree of pupil progress from fall to spring

To determine effectiveness of pupil activity program

NOTE: Pupils with a percentile average of 20% and less, or with a stanine average of 3 should be referred for Adapted Physical Education.

INSTRUCTIONAL CONTENT

Fitness Testing

Boys

Pull up

a. regular grip
b. no unnecessary movements with the body
c. chin must pass above level of bar
e. one trial

Parallel bar dips

a. upper arm and forearm form a right angle in down position
b. push to full arm extension in up position
c. one trial

Sit ups - 2 min. (bent knee)

a. hands back of neck
b. touch elbow to knee
c. both elbows must touch floor
e. one trial

Broad jump

a. two trials - best trial
b. allow arm swings to aid jump

Squat jumps

a. 50 double leg hops
b. 50 straddle hops
c. 50 forward alternate hops (right then left foot forward)
d. 50 left foot hops
e. 50 right foot hops
f. squat jump test to exhaustion (Results are determined by the number of squat jumps completed.)

600 yard walk and run may be used in place of the squat jumps.

Girls

Bent arm hang (seconds)

a. to exhaustion
b. one trial

INSTRUCTIONAL CONTENT cont.

Shuttle run

a. four 30 foot lengths with 2"x4" blocks
b. set blocks on floor
c. 2-trials

Sit ups - 2 min (bent knee)

a. touch elbow to opposite knee
b. both shoulders must touch floor
c. one trial

Broad jump

a. two trials - best trial counts
b. allow arm swings to aid jump

Scott's Motor Ability Test may be used in place of the above girls fitness test.

Scott's Motor Ability Test

1. Scott's obstacle race - one trial
2. broad jump - three trials
3. basketball throw - three trials

TEACHING SUGGESTIONS
MODIFICATIONS OR SAFETY PRECAUTIONS

It is recommended that a pretest (1 week) be given in the fall and a post test (1 week) be given in the spring. Grading should be based only upon improvement made between the pre and post tests.

Testing should be administered under the same conditions in both the fall and the spring.

The motor ability test may be used to identify pupils for ability grouping instruction.

Tennis shoes should be worn.

NORMS - AAHPER Youth Fitness Norms may be used for those tests which are applicable.

INSTRUCTIONAL CONTENT

Books

AAHPER Youth Fitness Test Manual

Examiner's Manual for the Basic Fitness Tests, Edwin A. Fleishman.

Measurement in Physical Education, Donald K. Mathews

Measurement and Evolution in Physical Education, M. Gladys Scott and Esther French

EVALUATION

Comparison with National Norms (AAHPER)

Comparions of pupil results with class average

Comparison of pupils pre and post scores

Comparison with Bloomington districtwide norms (to be developed)

DIRECTIONS FOR SCOTT'S MOTOR ABILITY BATTERY
- FOR GIRLS -

Obstacle Race:

Description:

1. Start in a back-lying position on the floor with the heels at line A.
2. On the signal, Ready, Go: get up and start running toward J.
3. As you come to each square on the floor, step on it with both feet.
4. Run twice around J.
5. Turn back to D, go under the cross bar, get up on the other side.
6. Run to line C and continue running between line B and C until you come to C for the third time.

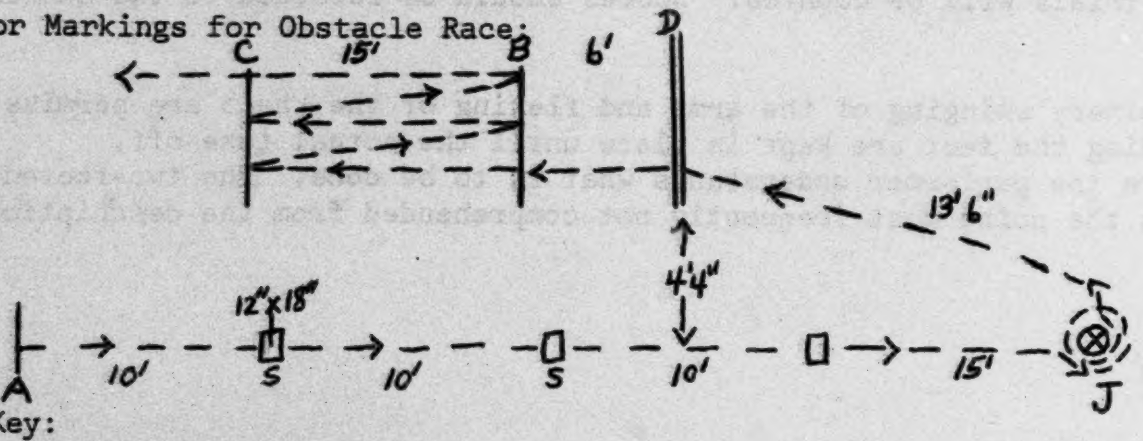
Score:

The score is the number of seconds (to the nearest .1 sec.) that is required to run the course.

Suggestions:

1. Give instructions to all the class so repetition is not necessary when individuals are ready to run. Demonstrate what is meant by stepping with both feet on each square.
2. Each successive runner should lie down as soon as the girl ahead is up. This avoids delay in starting new runners.
3. If two timers and watches are available, the next girl starts as soon as the one ahead finishes circling the standard.
4. Do not call the runner back if the toe or heel extends outside the square. Judge performance on whether the stride is adjusted to contact the square and whether there is a transfer of weight from one foot to the other while in the square.

Floor Markings for Obstacle Race:



Key:

A - Starting line
B - Line for shuttle
C - Finish line
D - Cross-bar (18 inches high)
J - Jump standard
S - Spot on floor (12x18 inches)
- - - - Path of runner
Distance from end of cross bar to line of inner sides of spots, 4'4"

Reference:

"Measurement and Evaluation in Physical Education", M. Gladys Scott and Esther French, 1959, Brown Publishers, Dubuque, Iowa
Pg. 344-348
Pg. 351-352 - T-Scales

MOTOR ABILITY BATTERY cont'd.

Basketball Throw:

Description:
Start anywhere you wish behind the throwing line, but do not step on or across the line when throwing. Throw in any way you wish, three consecutive times.

Score:
The score is the distance from the throwing line to the spot where the ball touches the floor. Only the longest throw counts.

Suggestions:
1. Explain carefully but do not demonstrate.
2. Answer questions about the test, except those on throwing technique.
3. If asked whether the throw should be overhand or underhand, whether from a stationary position or with a step or run, simply reply that the throw may be of any type providing the feet are kept behind the line. The purpose is to throw the ball as far as possible.

Standing Broad Jump:

Description:
Stand with the toes behind the take-off line and the feet parallel. Take-off from both feet simultaneously and jump as far forward as possible.

Score:
The score is the distance from the take-off line to the nearest heel. The best of three trials will be counted. Scores should be recorded to the nearest inch.

Suggestions:
1. Preliminary swinging of the arms and flexing of the knees are permissible providing the feet are kept in place until the actual take-off.
2. Be sure the performer understands what is to be done. The two-footed take-off is the point most frequently not comprehended from the description.

T-SCALES FOR SCOTT'S MOTOR ABILITY TESTS FOR HIGH SCHOOL GIRLS

T-Score	Obstacle Race (Sec.)	Broad Jump (Inches)	Basketball Throw (Feet)
80			71
79		96	70
78		95	69
77		94	68
76	18.5-18.9	93	66
75			65
74		92	64
73		91	63
72			61
71		90	59
70	19.0-19.4	88	55
69		87	54
68		86	52
67	19.5-19.9	85	51
66			50
65			49
64	20.0-20.4	84	48
63		83	47
62	20.5-20.9	82	46
61		80	
60		79	45
59	21.0-21.4	78	44
58		77	43
57	21.5-21.9	76	42
56		75	41
55		74	40
54	22.0-22.4	73	
53			39
52		72	38
51	22.5-22.9	71	37
50			36
49		70	35
48	23.0-23.4	68	
47		66	34
46	23.5-23.9	65	33
45		64	32
44	24.0-24.4	63	31
43		62	
42	24.5-24.9	61	30
41		60	29
40		59	28
39	25.0-25.4	58	
38		56	27
37	25.5-25.9	54	
36	26.0-26.4	53	26
35	26.5-26.9	52	
34	27.0-27.4	50	25
33			
32	27.5-27.9	47	24
31			23
30	28.0-28.4	44	
29	28.5-28.9	43	22
28	29.0-29.4	42	
27	29.5-29.9	41	21
26	30.0-30.4	40	
25		39	20
24	30.5-31.4		
23	31.5-32.4	36	19
22	32.5-34.9		
21			16
20	35.0-36.0		

SCOTT'S MOTOR ABILITY TEST SCORE SHEET

Name	Ht.	Wt.	Obstacle Race (Sec.)	T Score	Broad Jump (Inches)	T Score	Basketball Throw (Feet)	T Score	Total T-Score	Average T-Score

STANINES

A Means of Interpreting Student Scores on Physical Fitness Tests

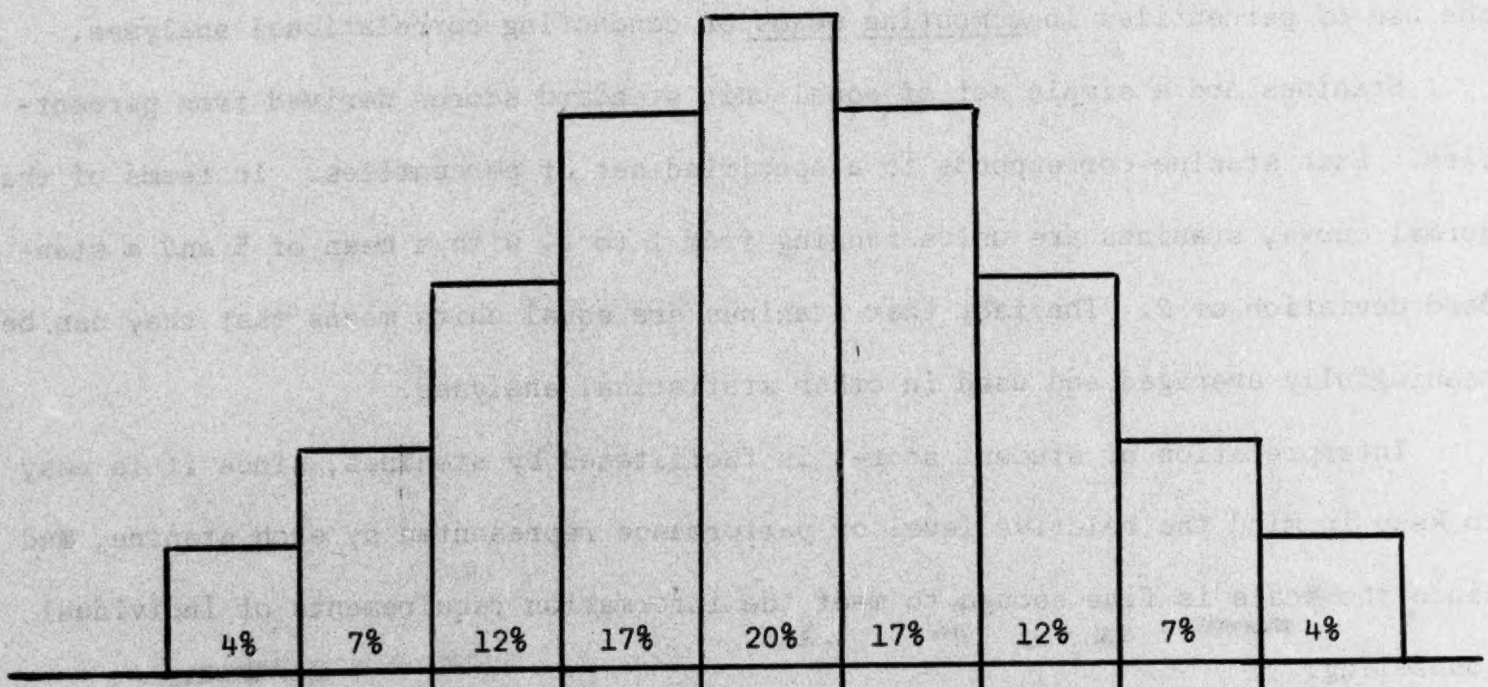
While percentiles are an extremely useful tool, stanines are often used because of their clarity and convenience. The use of stanine overcomes one inconvenience inherent in percentiles -- that is, that percentile units at various positions on the scale are not equal. This lack of equality precludes the use of percentiles in computing means or conducting correlational analyses.

Stanines are a simple set of equal-unit standard scores derived from percentiles. Each stanine corresponds to a specified set of percentiles. In terms of the normal curve, stanines are units ranging from 1 to 9, with a mean of 5 and a standard deviation of 2. The fact that stanines are equal units means that they can be meaningfully averaged and used in other statistical analyses.

Interpretation of student scores is facilitated by stanines, since it is easy to keep in mind the relative level of performance represented by each stanine, and since the scale is fine enough to meet the information requirements of individual counseling.

As is true of percentiles, stanines provide comparisons with performance of other students in his grade.

Standards and Expectations Grade equivalents, percentiles, and stanines are, by their very nature, comparisons with the performance of the national sample of students tested in the standardization program. Though these national norms provide a meaningful basis for the interpretation of test scores, they should not be considered an absolute standard for students, classes, schools, or school systems. In each instance they should be regarded only as a point of departure in assessing whether goals appropriate to the situation are being met. In evaluating the test results of a student, it is particularly important to consider what he is capable of doing. An average ranking may be quite commendable for one student, yet represent only mediocre performance for a more capable classmate.



%ile Range	4 and below	5-11	12-23	24-40	41-60	61-77	78-89	90-96	97 and above
STANINE	1	2	3	4	5	6	7	8	9
Interpretation of Individual Performance	POOR	BELOW AVERAGE		AVERAGE			ABOVE AVERAGE		SUPERIOR

Use of stanines to interpret student performance.

1. Convert raw scores to percentiles
2. Convert percentiles to stanines
3. Add up stanine scores and average to determine pupil profile score

PHYSICAL FITNESS TESTING

Suggested Modifications

Fitness testing of adapted students should focus on individual capabilities and limitations. Adapted students should only be tested on those test items they can safely perform.

Disability to upper extremities; the child is tested on items focusing on fitness development of trunk and lower extremities.

MODIFIED GAMES AND SKILLS

Pull-up: Reduce height of bar
Uniform height should be used for pre and post tests
Reduce bar for bent arm pull-up
No jumping or posture hang

Sit-up: Raise shoulders and reduce angle of elevation
As child develops, angle of elevation should be decreased

Rope Jumping: Jump without rope
Jumping with one hand swinging rope under legs in circular motion

Push-up: From knees
Raise trunk only with prop under hips

Dipping: With heels on the floor

Shuttle Run: Touch line with feet

Run Walk - 300 or 600 yards: Reduce distance i.e. 600 to 300 yards
300 to 150 yards

Squat thrust: Eliminate tiring phase of test

BODY MECHANICS AND POSTURAL EXERCISES

UNIT OBJECTIVES

- Knows that body mechanics is the effective alignment of body segments in relationship to gravity, resulting in more efficient use of the musculature.

- Knows and appreciates the values of good body mechanics on standing, sitting and physical performance.

- Knows and can demonstrate the relationship of posture to balance.

- Can relate developmental exercises to postural deviations.

- Demonstrates kinesthetic perception of good body alignment in establishing contact with objects or persons.

- Practical application of body mechanics in everyday movements.

Awareness of one's own body posture.

INSTRUCTIONAL CONTENT (and Activities)

Basic Principles of Body Mechanics

a. Group discussion based on training films, filmstrips and posture charts
b. Exercise and activity posters
c. Self-evalutation

Values of Correct Body Alignment

Charts, demonstrations and written assignments showing:

a. Joints of the body are less susceptible to restriction and strain
b. Organs of the body are permitted to function more efficiently
c. Less effort and energy are required to maintain body balance in locomotion
d. Muscular efficiency is improved
e. Personal appearance is improved

Posture Standards

a. Standing
b. Sitting
c. Walking
d. Position of feet in walking
e. Segmented control

Factors Influencing Poor Posture

a. Injuries and disease
b. Faulty posture and health habits
c. Poorly adjusted clothing and shoes
d. Physical environment
e. Poor mental attitude

Suggested Posture Screening Procedures

Individually
a. Plumb line
b. Guide Screen
c. Skan-o-graft

Group
a. Standing profile. Pupils profile viewed from both sides while standing in a circle. Pupils eliminated here for poor posture are grade 4

INSTRUCTIONAL CONTENT (and Activities) cont.

and assigned to the Adapted Program.

b. Walking. Pupils posture observed walking in a circle around the room. Those with poor alignment are given a mark of 3 and assigned to the Adapted Program.

c. Static Exercises
   - Toe Toucher (Adam's position)
   - Hook lying
   - Hook sitting
   - Long sitting
   - Kneel sitting
   - Kneeling
   - Single Leg Kneeling
   - Front learning support

Pupils unable to perform these exercises with good body alignment are graded 2 and assigned special exercises.
Pupils remaining are graded 1.

Screening Follow-up

1. Interpretation of test results
2. Explanation of deviations noted
3. Demonstration of prescribed exercise
4. Value of having good posture
5. Pupils graded 3 and 4 referred for Adapted instruction

BODY MECHANICS AND POSTURAL EXERCISES

TEACHING SUGGESTIONS

Use Posture Cues During:

- a. Roll call
- b. Performance of exercise
- c. Rhythms, games, and athletics
- d. Class discussion
- e. Written assignments

Suggested Posture Cues:

- a. Point feet straight ahead, 2 inches apart
- b. Weight on ball of foot
- c. Weight well balanced over ankles
- d. Kneecaps straight ahead
- e. Knees relaxed but not flexed
- f. Tighten abdominal and gluteal muscles
- g. Elevate chest and rib cage
- h. Shoulders back and relaxed
- i. Head up, chin level
- j. Reach for the ceiling
- k. Pull neck in and force back
- l. Body segments in good alignment
  - Knees over ankles
  - Hips over knees
  - Head over trunk
  - Shoulders over hips
- m. Palm turn in, thumbs along thigh, fingers aiming at floor

Suggested Body Alignment Techniques

- Use of mirror
- Self correction by posture cues
- Corrections by teacher or pupils
- Using segmented control

Posture Screening

Prior to screening pupils should be oriented in regard to:

- a. Screening procedure
- b. Postural deviations commonly found
- c. Method of rating pupils posture

Posture Rating

- Suggest numbers from 1 to 4 to indicate deviation from normal
- Mark of 1 or 2, indicates minor deviations and possible need of

INSTRUCTIONAL MATERIALS

Books

- "Adapted Physical Education Curriculum Resource Guide K-12", Bloomington Public School
- "Special Physical Education", Fait, Hollis F. (I.M.C. and Sr. High Libraries)
- "Progressive Exercise Therapy", Colson, John H. C.
- "Adapted Physical Education", Daniels and Davis (S. H. S. Libraries)
- "Athletic Training and Conditioning", Dayton, William O. (S. H. S. Libraries)

Pamphlets

- Dairy Council of the Twin Cities Instructional Materials (I.M.C.)
  - A Boy and His Physique
  - A Girl and Her Figure
  - Postures on Parade
  - Who Me, Booklet on Self-evaluation

Posture Screening Equipment

- Plumb Line
- Posture Screen 30" x 65" with eyelets 1" apart
- Skan-o-graft

EVALUATION

- Written Achievement tests on concepts of Body Mechanics
- Evaluation of performance on a dynamic balance test
- Post-Posture Screening Test, of those posture deviations that were found ammendable
- Subjective evaluation of pupils, standing, sitting, walking or performing posture

TEACHING SUGGESTIONS cont.

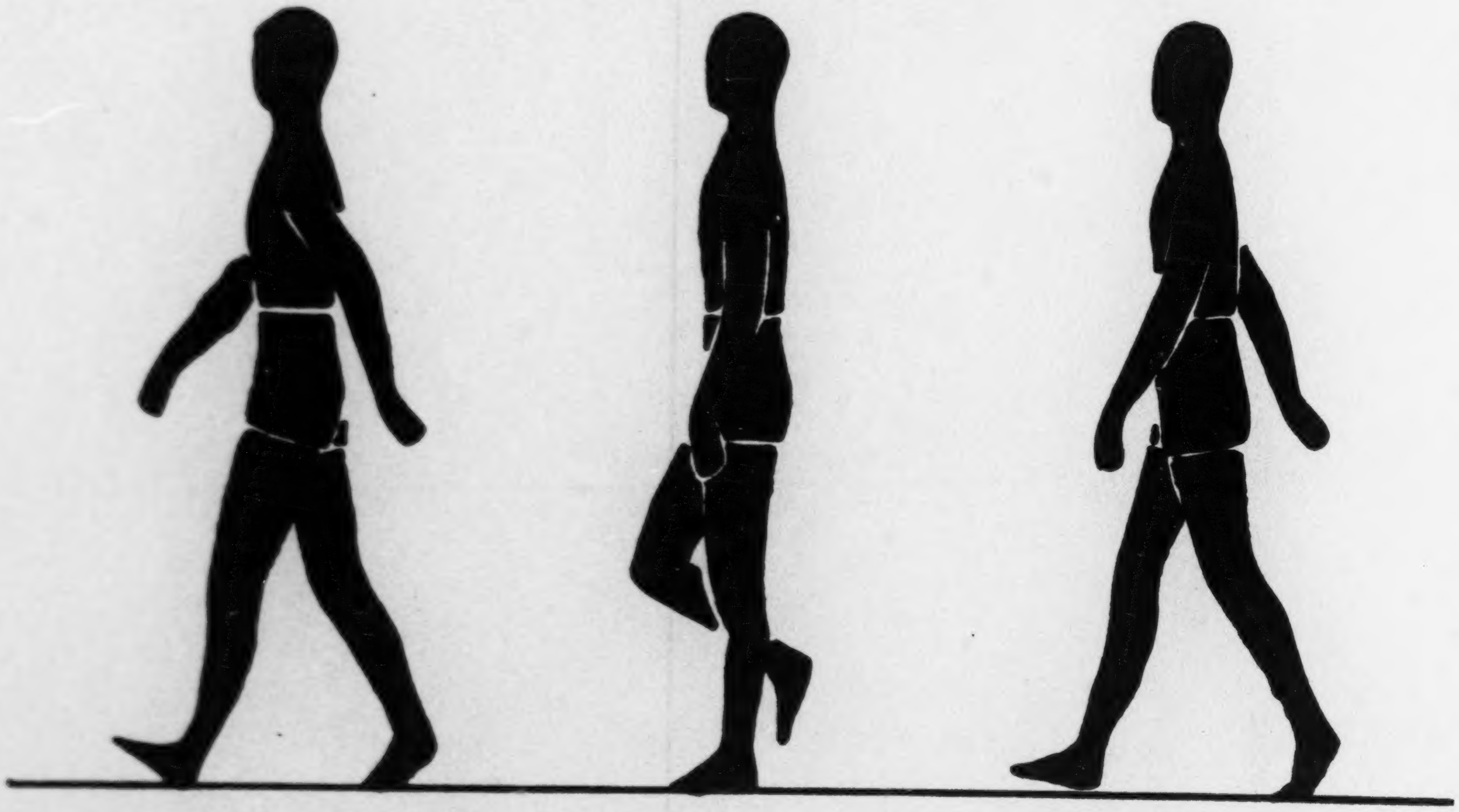
Posture Rating cont.

special exercises in the integrated program
- Mark of 3 or 4, indicates severe deviations. Pupil should be referred for assignemnt to the segregated phase of the Adapted Program.

POSTURE IN EVERYDAY MOVEMENTS

The skills used in the performance of such movements as lifting, carrying, reaching, stooping, pushing, pulling, jumping, sitting, standing, and walking should be an integral part of the corrective physical education instructional program. When the correct principles of body mechanics are applied in everyday movements, the body is being used efficiently without muscular strain or wasted energy. Since the pupil is performing these skills daily, emphasis should be placed on dynamic posture.

CORRECT WALKING POSTURE



The body is in correct alignment.

Body weight comes first on the heel or calcaneus.

Weight transfers from heel toward outer border of foot and to ball of foot and toes. The toes point straight ahead.

The toes give a strong push-off for next step.

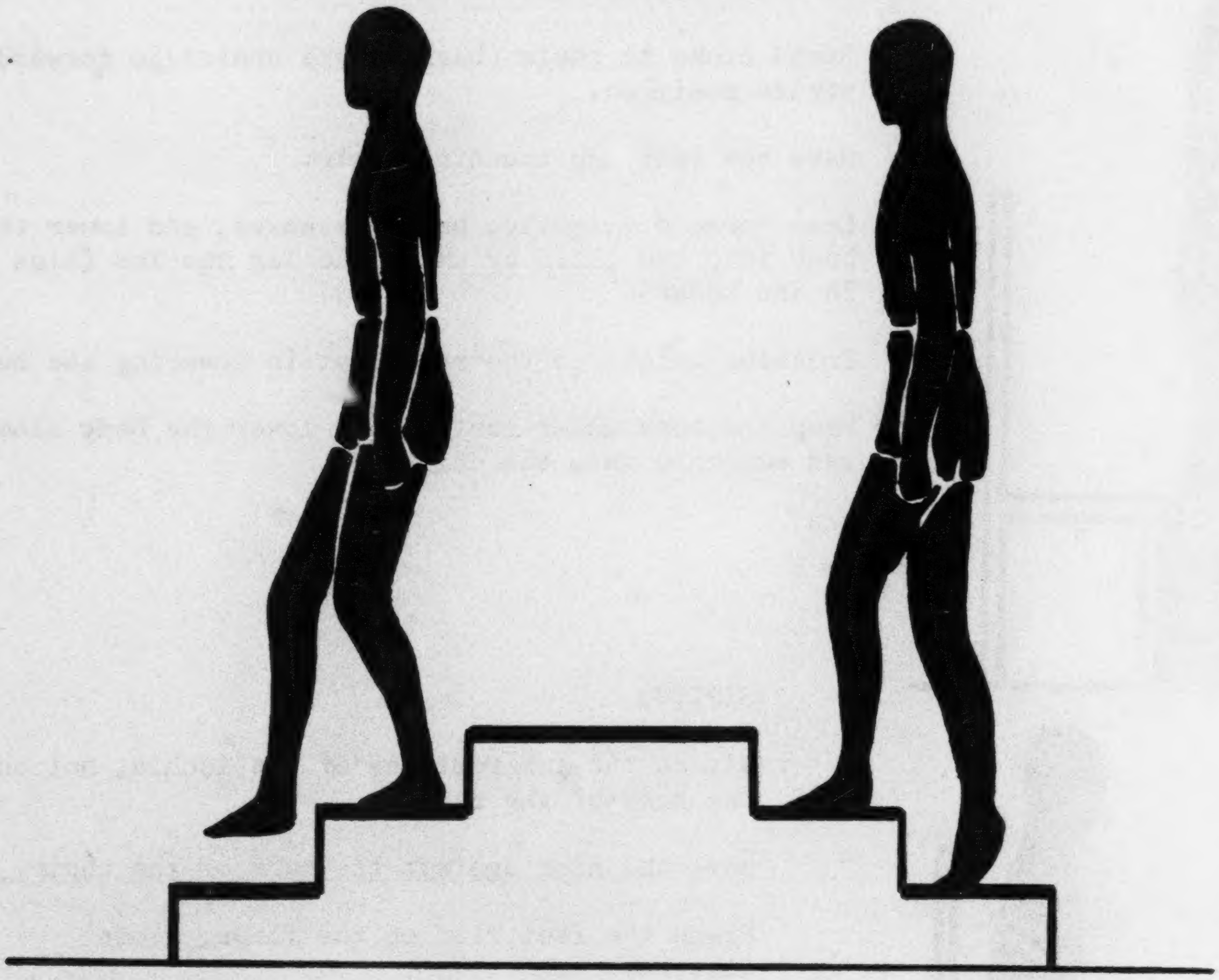
Arms swing freely and in alternation with the legs.

Body weight shifts smoothly and rhythmically.

Body moves as a complete unit.

Length of step or stride depends on length of leg.

CLIMBING AND DESCENDING STAIRS



DESCENDING

Keep the body erect (more erect than when ascending).

Have the free foot over the next step.

Bend the knee and ankle of the supporting leg.

Lower the body until the ball of the free foot makes contact squarely in the center of the step.

Transfer weight to forward foot (the other knee flexed).

Lift the rear foot, swing the leg forward, and extend the knee to bring foot over the next step.

Continue action.

ASCENDING

Lean the body slightly forward from ankles.

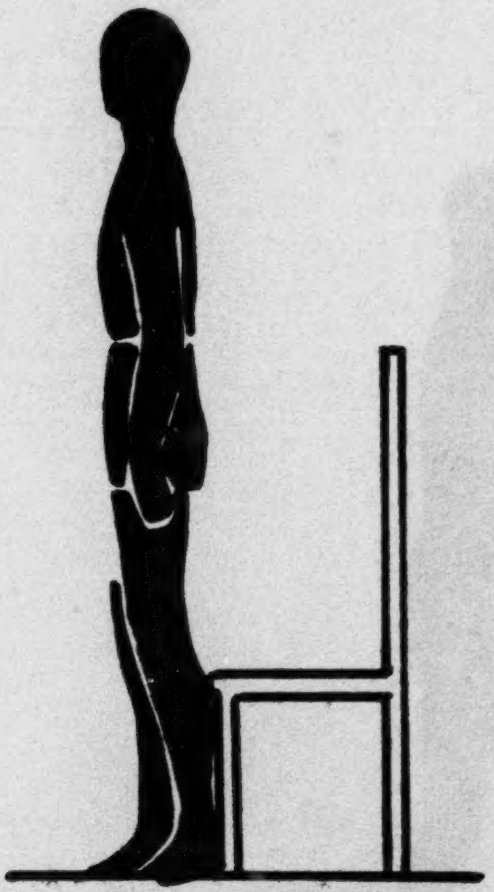
Lift the thigh with bent knee.

Place the foot firmly on the next step, not just on the edge of step.

Straighten the bent knee, lifting the body.

Keep body segments in good alignment.

SITTING AND RISING



LOWERING ONESELF INTO A CHAIR

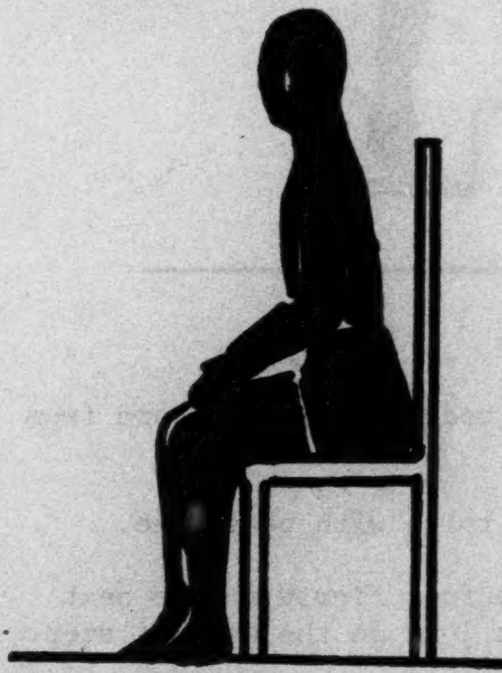
Stand close to chair (back toward chair) in forward stride position.

Have the rear leg touching chair.

Lean forward slightly, bend the knees, and lower the body into the chair by using the leg muscles (hips in and under).

Transfer weight to the rear foot in lowering the body.

Keep the body under control and lower the body slowly and smoothly into the chair.



SITTING

Sit on the tuberosities of the ischia, not on the base of the spine.

Have the hips against the back of the chair.

Place the feet flat on the floor, close together.

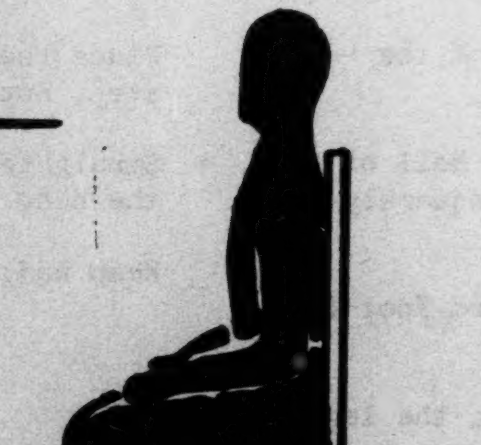
Keep the knees close together.

Keep the body in good alignment.

Change the position of the feet by:

- Placing one foot forward
- Crossing legs above knee, alternating position frequently to relieve pressure.
- Crossing ankles

While working, lean forward from the hips, not from the waist.



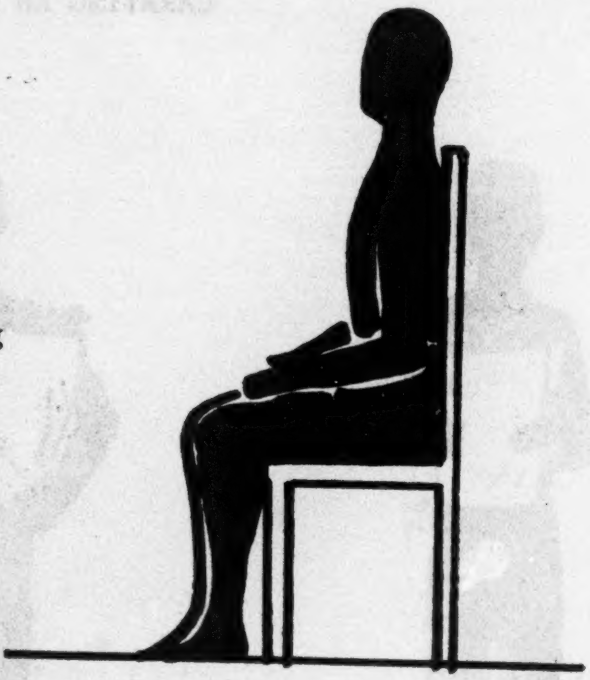
Place the feet in a forward stride position, with the rear foot close to the chair and the heel raised.

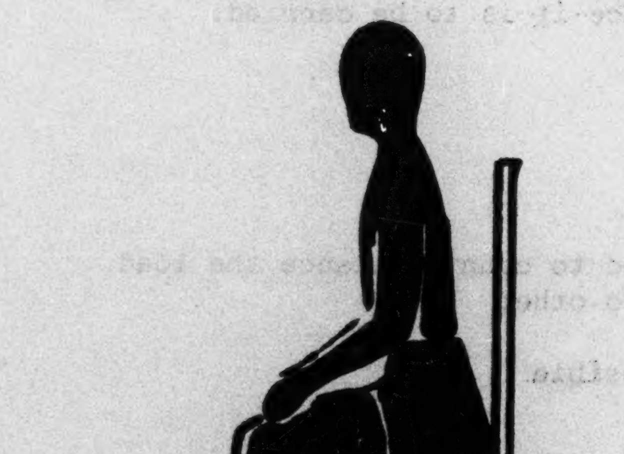
Lean slightly forward from the hips, keeping the head and trunk in correct alignment.

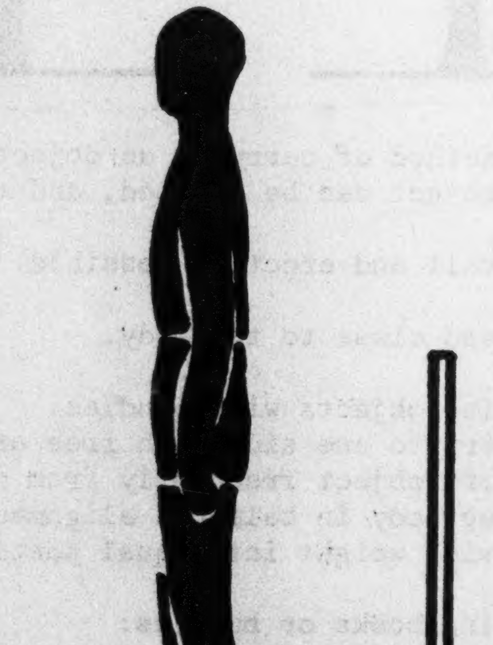
Extend the hip and knee joints, pushing off from the toes of the rear foot to lift the body to the correct standing position (hips in and under).

Transfer the weight to the forward foot and step away from the chair with the free foot.

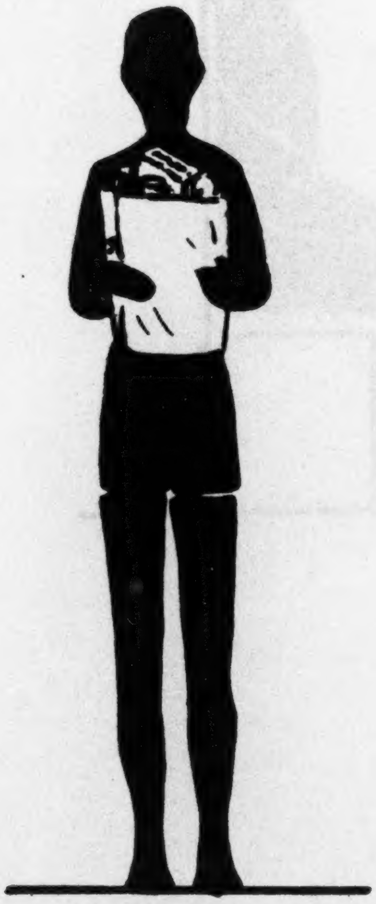
When rising from a low, deep, upholstered chair, the pupil may use the arms to assist in lifting the weight of the body.

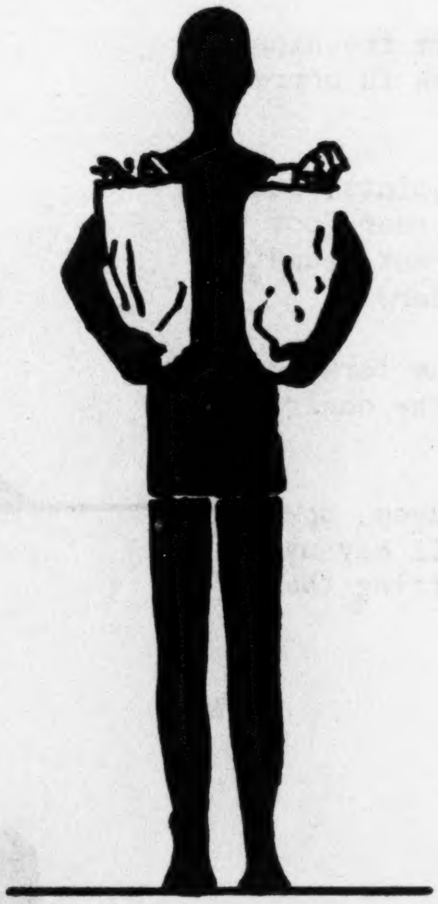


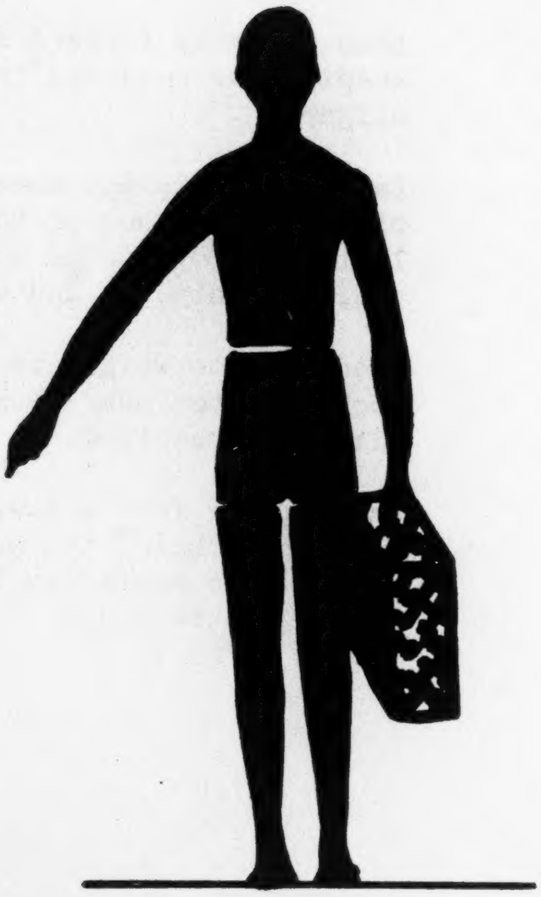




CARRYING AN OBJECT







Adapt the method of carrying an object to its size, shape, weight, the ease with which the object can be grasped, and the distance it is to be carried.

Remain as tall and erect as possible.

Keep the load close to the body.

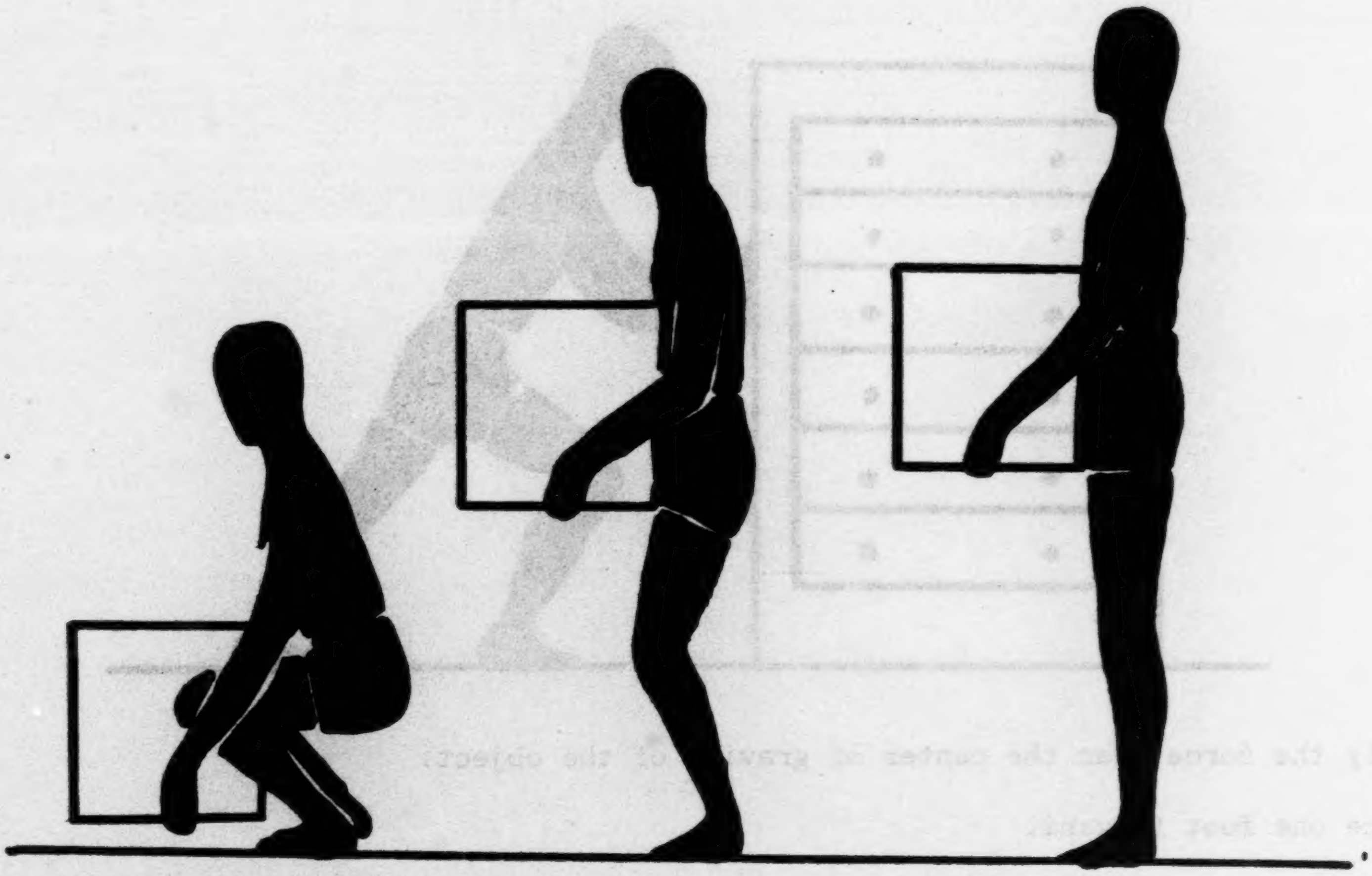
When carrying objects with handles:
    Carry to one side with free arm abducted to counterbalance the load.
    Shift object frequently from one hand to other
    Keep body in balanced alignment
    Divide weight into equal parts when possible

When carrying books or bundles:
    Keep object close to body but not resting on hips
    Alternate sides
    Carry load in front of body for short distances

Heavier objects, or objects such as a laundry bag, may be carried on the shoulder or the back.

Carry objects so that they do not interfere with vision or walking.

LIFTING A HEAVY OBJECT



If the object is too large or too heavy, have someone assist.

Step closer to the object, facing it squarely, with the feet fairly wide apart (8 to 12 inches). One foot may be slightly in advance of the other.

Bend the knees outward and use the leg muscles to lower the body to the object.

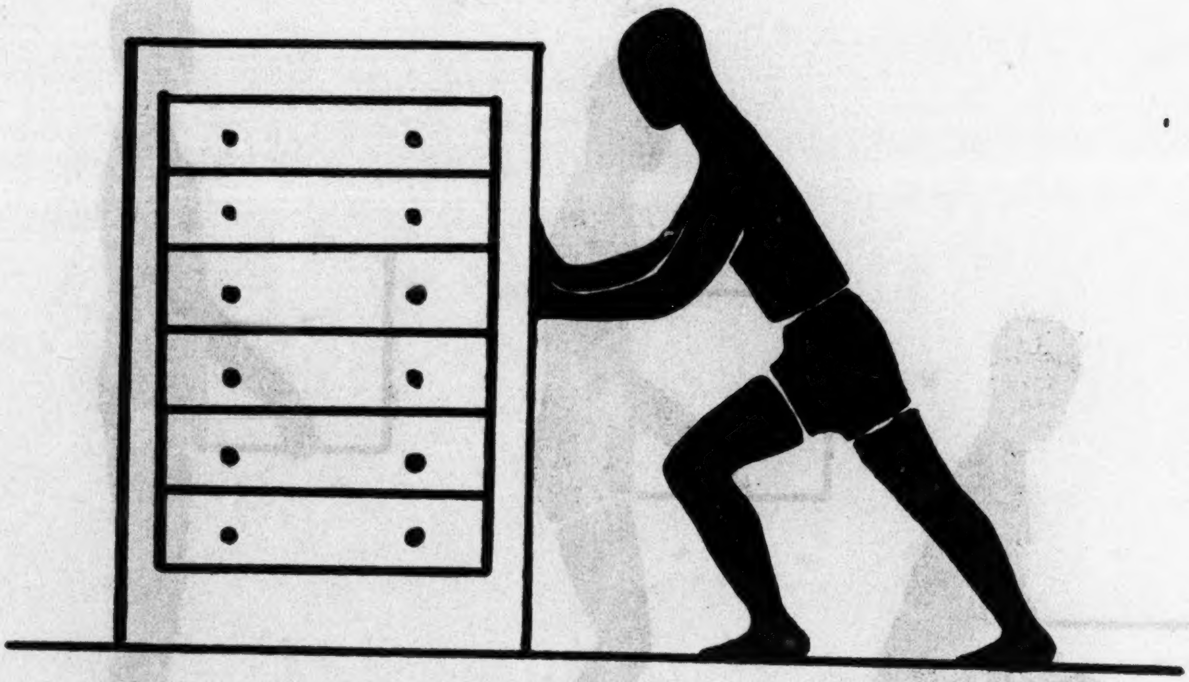
Grasp the object firmly and keep it as close as possible to the body.

Lift the object, using the muscles of the legs. Keep the back straight and well-balanced over the legs.

The extensors of the ankles, knees, and hips should be used for lifting, not the extensors of the spine.

When lifting a heavy object which has a handle, such as a suitcase, use the muscles of the legs, not the lateral trunk muscles.

PUSHING



Apply the force near the center of gravity of the object.

Place one foot forward.

Lean forward.

Keep the back straight.

Push with the legs.

Keep knees slightly flexed.

In pushing an extremely heavy object, place the back against it and push by extending the legs.

PULLING

Stand with one foot forward allowing the body weight to move easily back and forth over base.

Have knees and hips slightly flexed.

Use muscles of legs to supply force.

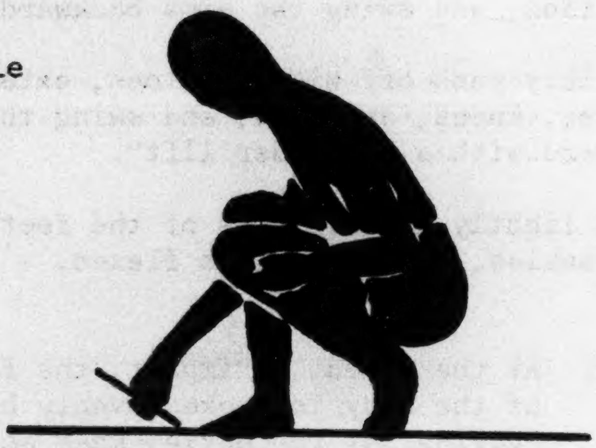
Extend arms straight forward from shoulders and keep arms straight during pulling action.

STOOPING

Stand close to the object in a confortable stance, with one foot forward.

Bend at the hips, knees, and ankles and use the leg muscles to lower the body to the object.

Keep the hips in and under the body.



REACHING

Keep the body segments aligned over the base of support.

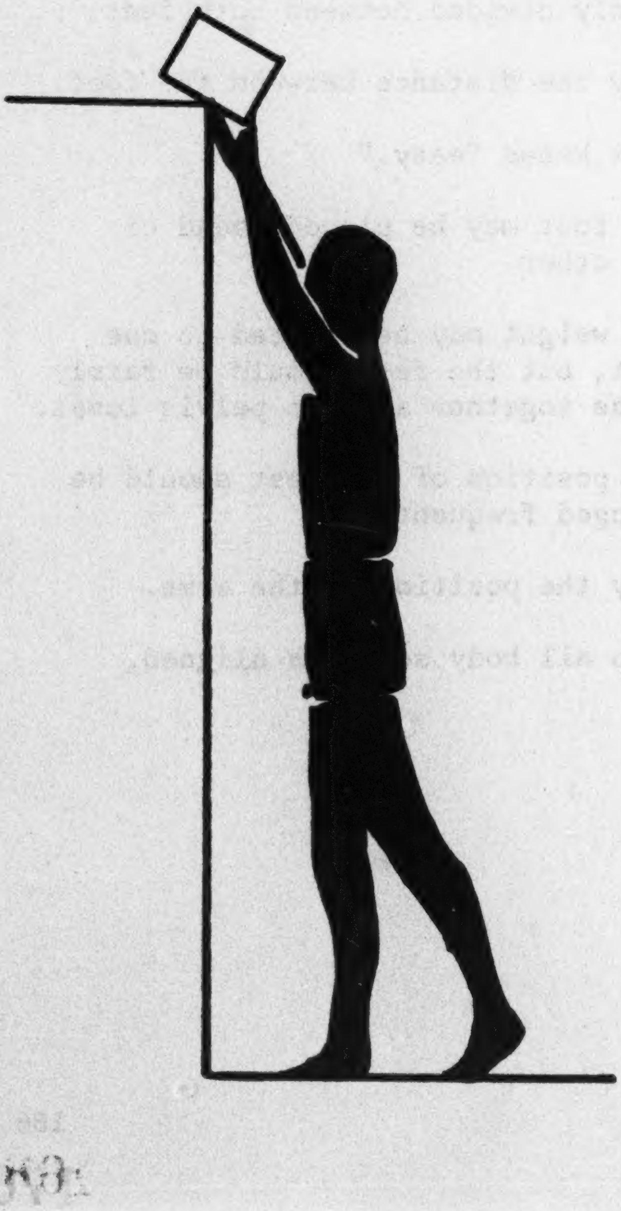
Place the feet in a stride position, one foot forward and the other back.

Reach forward-upward, but never directly upward.

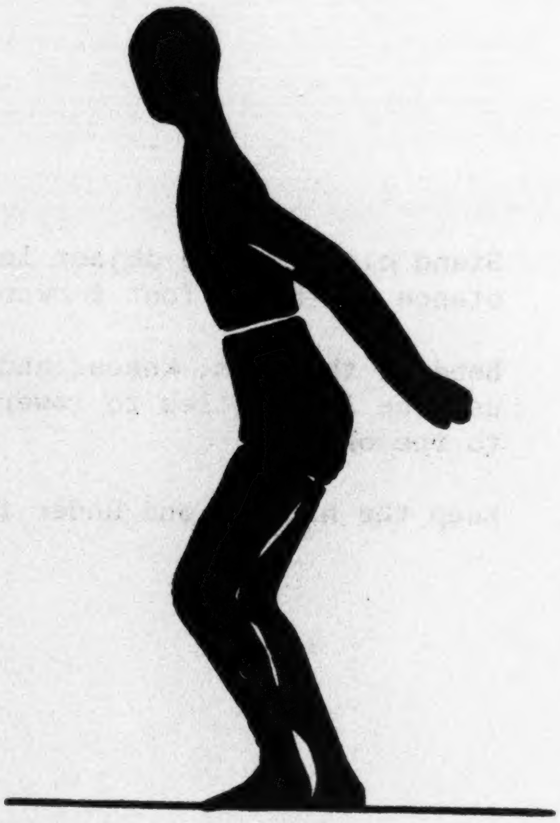
Keep the object as clase to the body as possible in lowering it.

Use a stepladder if necessary.

The danger of strain may be removed by keeping the body in alignment. The lower back should not be allowed to hyperextend.



JUMPING



Incline the body slightly forward, flex the knees and hips, lower the body to a crouch position, and swing the arms backward.

Forcibly push off with the toes, extending ankles, knees, and hips; and swing the arms forward with a "shoulder lift".

Land lightly on the balls of the feet, with the ankles, knees and hips flexed.

NOTE: At the moment of impact, the fall of the body is broken evenly by "giving" at the ankle, knee and hip joints.

STANDING FOR LONG PERIODS OF TIME

Have feet parallel and apart with the weight evenly divided between both feet.

Vary the distance between the feet.

Have knees "easy."

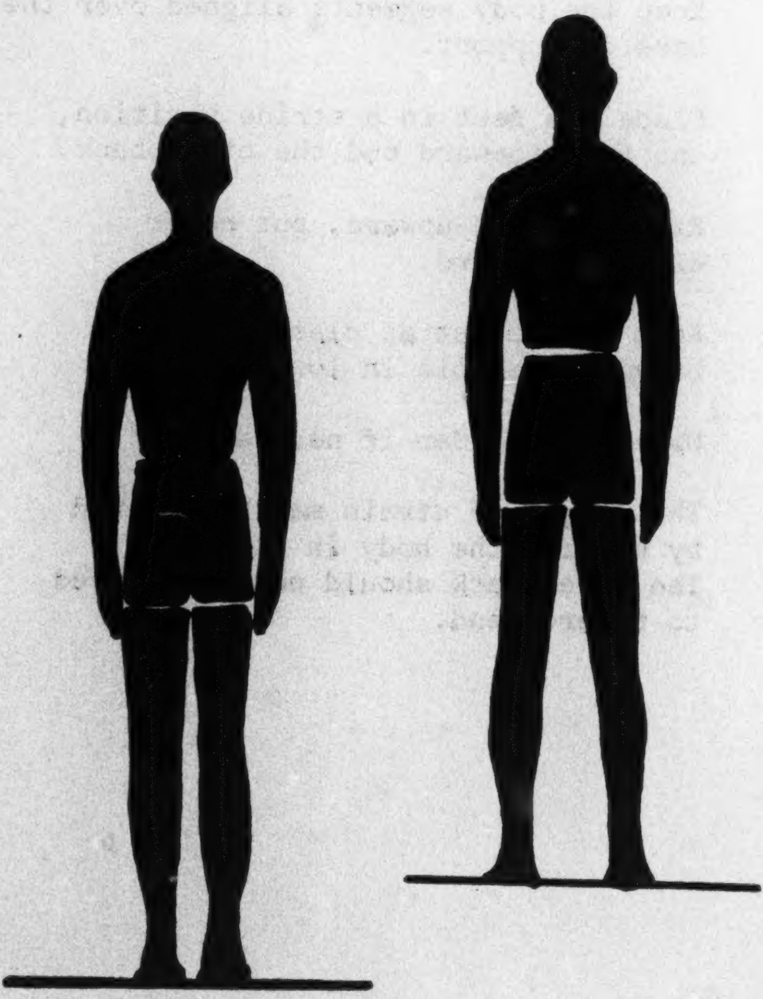
One foot may be placed ahead of the other.

The weight may be shifted to one foot, but the feet should be fairly close together and the pelvis level.

The position of the feet should be changed frequently.

Vary the position of the arms.

Keep all body segments aligned.



RHYTHMICAL ACTIVITIES

Weekly Time Allotment

Grades:	7		8		9		10	
	B	G	B	G	B	G	B	G
Rhythmic Gymnastics		2						
Folk Dance	2	2						
Social Dance			2	2	2	2	2	2
Modern Dance						2		2

DANCE

ORIGIN AND DEVELOPMENT

That dance in some form has existed since primitive times is an accepted fact. Whether the dance is an expression of war and combat; the portrayal of religious rites; a more stilted form involving complex techniques and artificialities; the informal expression of man's work and play experiences; the attempt to interpret by means of movement the life of earlier peoples as depicted through sculpture, painting, and poetry; the attempt to seek novel steps with little art, cultural or aesthetic value; or the desire of the individual to express through movement his own reactions to the world in which he lives--we have continued to recognize the need of man to give expression through bodily movement. Thus in studying the various ages of culture that precede our present forms of rhythmic expression, we note the activities of primitive man; the aesthetic age of the early Greek civilization followed by its decline with the conquest of the barbaric Romans; the medieval period and the influence of asceticism; the order of the Renaissance with the recognition of individual rights, and our recent, so-called contemporary period.

In the United States, many of the forces that have had an impact on the development of the dance have been those with a direct bearing on the history of our country. The Indians with their tribal and ceremonial dances, the conservative Puritans, the people of many countries bringing their folk lore with them, the southern Negroes, the western cowboys, are but a few of the groups from which we draw our dance heritage. We cannot fail to recognize, in addition to the historical-geographical factors affecting the dance of today, such ever-present and tremendous powers as those exerted by the rapid progress of science, the economical and political status, and the pace of the present-day world.

As types of dance typical of the United States we have the Indian, Tap and Clog, Folk, Square and Country, Social, and Modern dance. Of these, the most commonly found in the college physical education at present are Folk, Square, and Modern dance. Probably because of its generally accepted recreational value, square dancing has become a very popular activity. Various centers in the United States have done much to promote this wholesome and thoroughly enjoyable type of dance. Among such centers, mention should be made of Michigan (particularly Dearborn), Colorado, the New England States (with concentration especially about the Boston area), the southern mountain groups, and California.

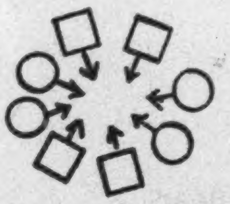
Modern dance, because of its great scope of possibilities in creative, artistic, and aesthetic forms, has a strong appeal to the student. From an educational point of view, it affords an opportunity to every student to understand and appreciate body movement and how it in turn may be used as a means to a creative experience. Although not everyone has the potential ability of achieving the high level of the dance artist, every student should experience the techniques and fundamentals that will enable him to progress to his own potentialities.

DANCE FORMATIONS

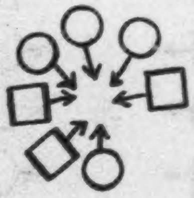
Key: The arrow on the circle and square indicate the direction that each faces.

Girl ○→ *Boy* □→

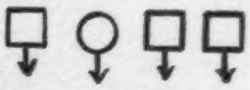
A. No Partners



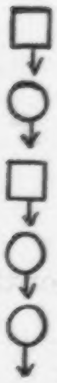
1. Single Circle



2. Broken Circle

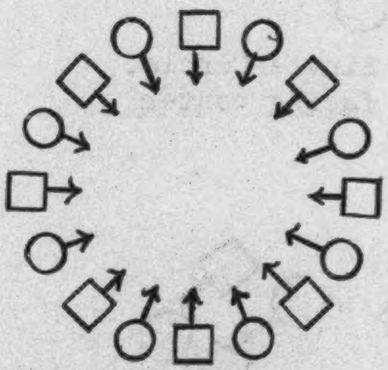


3. Line, side by side

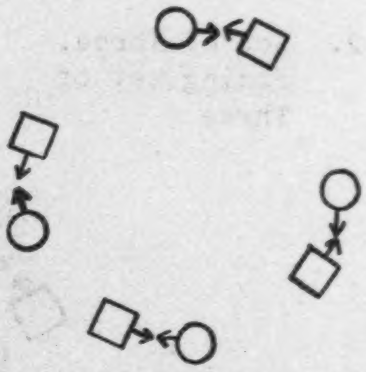


4. File, one behind each other

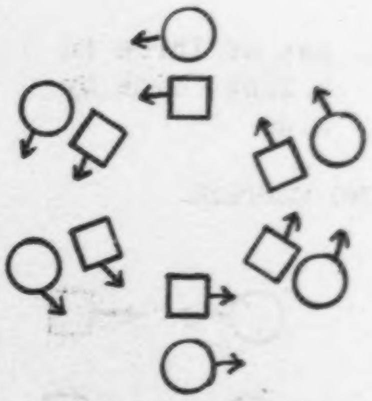
B. Couples in a Circle



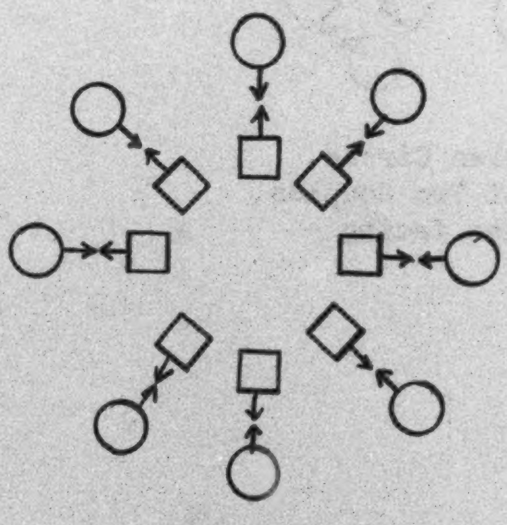
1. Single Circle, facing center



2. Single Circle, man facing line of direction, lady facing reverse line of direction

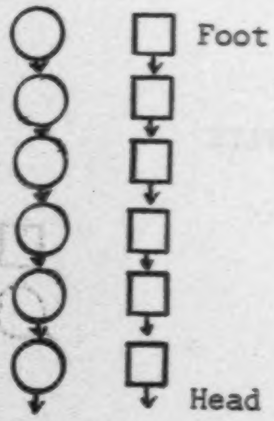


3. Double circle, couples facing line of direction



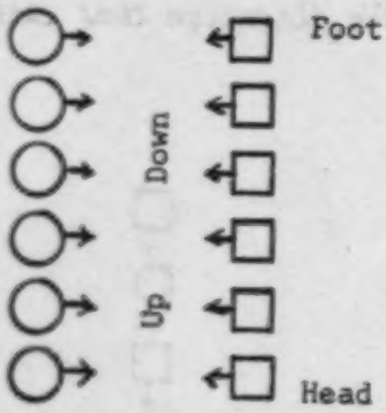
4. Double Circle, partners facing man's back to center

C. COUPLES IN A FILE - DOUBLE FILE

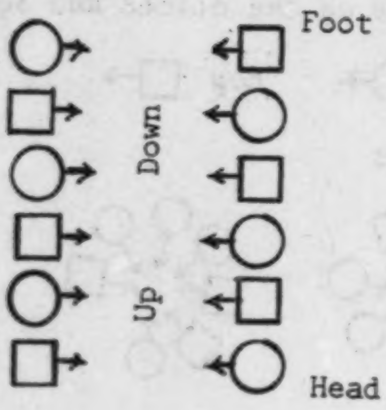


Longway or Contra Set, Couples facing head

D. COUPLES IN A LINE

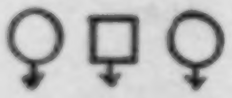


Longway or Contra Set, partners facing

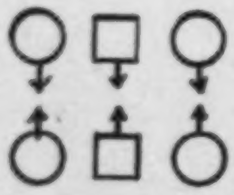


Couples 1,3,5 Cross Over

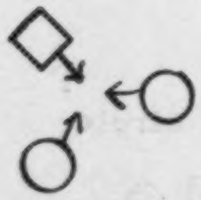
E. THREE PEOPLE



1. Set of Three in a line, side by side

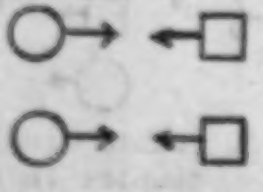


2. Set of Three, facing set of Three

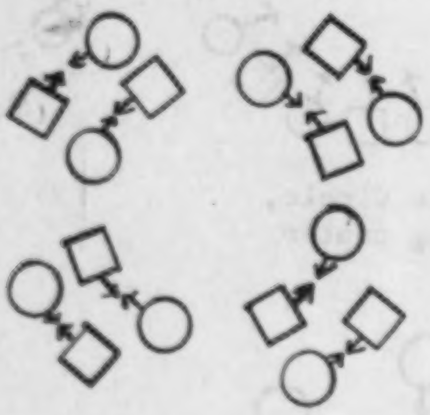


3. Single Circle, facing center

F. TWO COUPLES

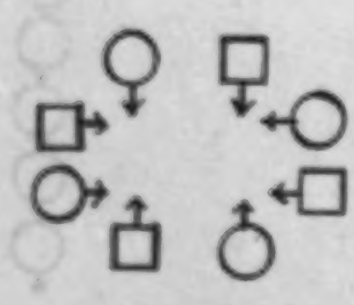


1. Set of Two Couples, partners facing



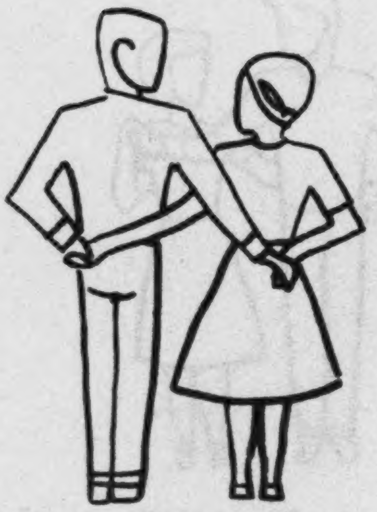
2. Sicilian Circle, Set of Two Couples, couples facing

G. FOUR COUPLES

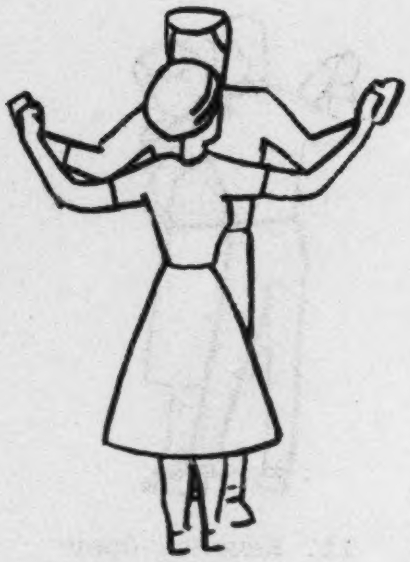


Set of Four Couples

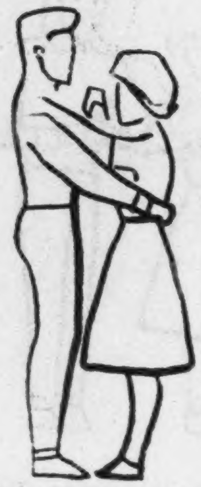
DANCE POSITIONS



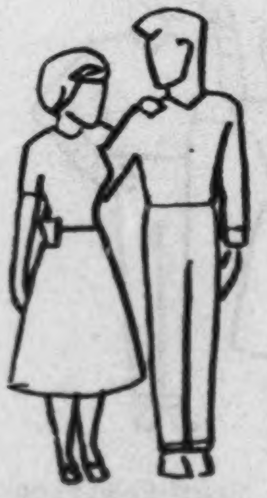
1. Back Cross Position



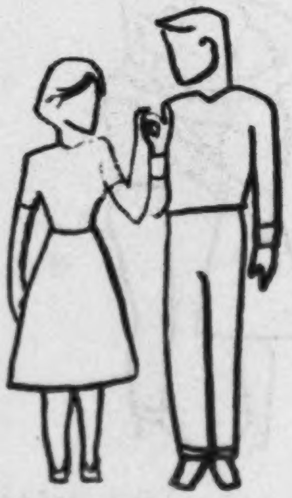
2. Butterfly Position



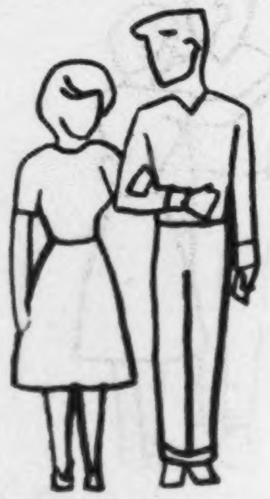
3. Closed Position



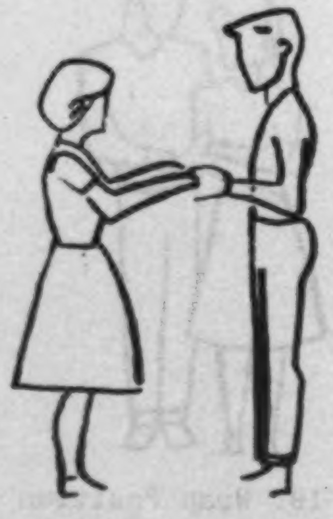
4. Conversation Position



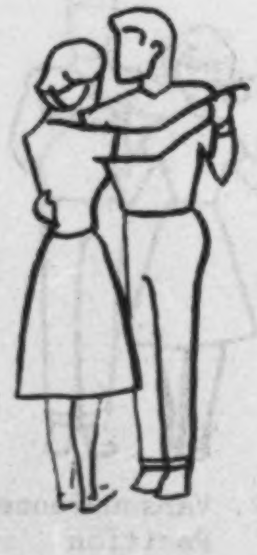
5. Couple Position



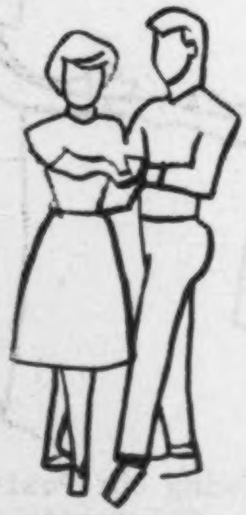
6. Escort Position



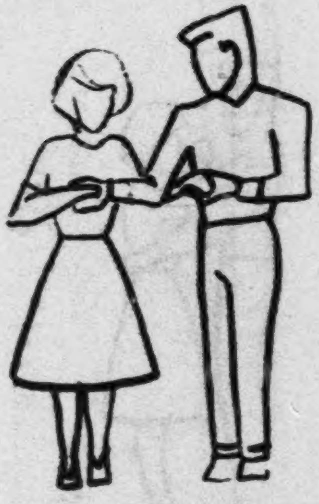
7. Facing Position



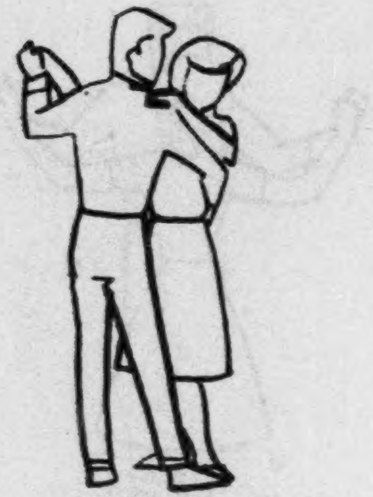
8. Left Reverse Open Position



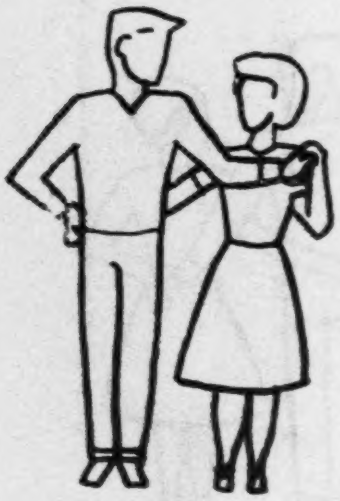
9. Open Position



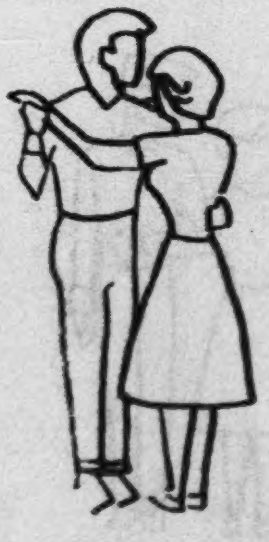
10. Promenade Position



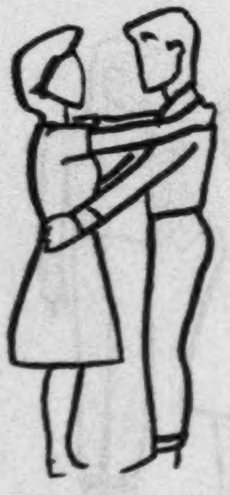
11. Reverse Open Position



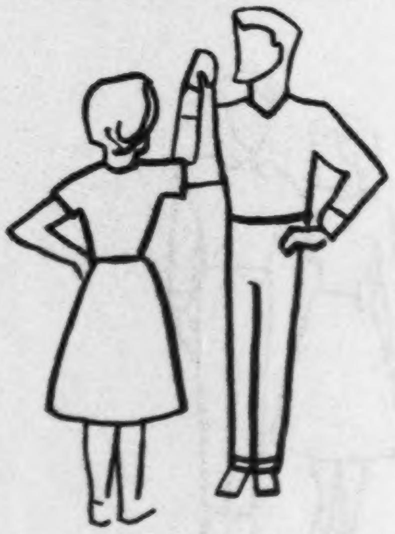
12. Reverse Varsouvienne Position



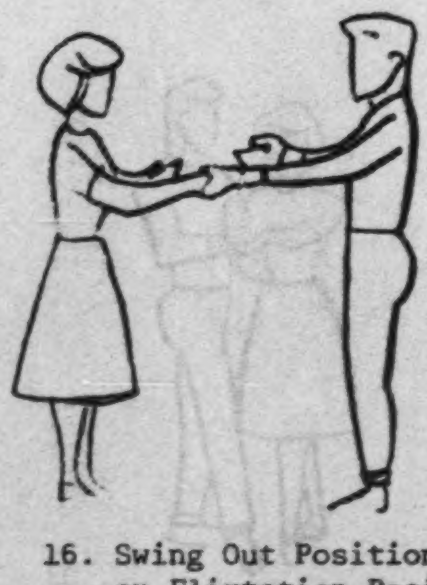
13. Right Reverse Open Position



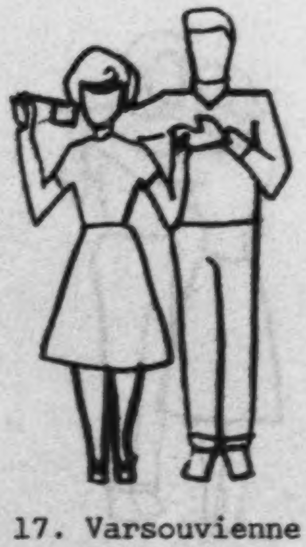
14. Shoulder-Waist Position



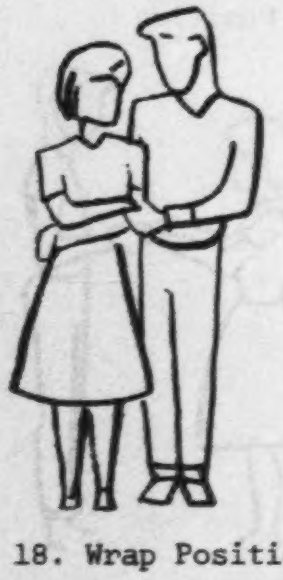
15. Star Position



16. Swing Out Position or Flirtation Position



17. Varsouvienne Position



18. Wrap Position

RHYTHMIC GYMNASTICS - Girls

Grade: 7 8 9 10
Use with rhythms or gymnastics unit.

UNIT OBJECTIVES

Ability to demonstrate an original routine

Ability to demonstrate a combination of skills for each object.

The ability to demonstrate a sense of rhythm

Ability to maintain correct posture, balance, and coordination while executing a rhythmic movement

Realize the carry over value in relation to other activities

INSTRUCTIONAL CONTENT

Techniques and fundamentals of rhythmic gymnastics

Wands and their use through music
  a. step over wand
  b. jump the wand
  c. squat stepping over wand
  d. crab walk
  e. hoop sit up with wand
  f. ankle toss of wand
  g. leg stretching
  h. V seat with wand
  i. leg stretching V seat
  j. knee lift
  k. long sitting to V seat
  l. wand pull up
  m. standing to lying without hands
  n. standing leg stretch
  o. wand catching
  p. wand tossing
  q. wand tossing to partner
  r. arm stretch
  s. side bending
  t. trunk flexion and extension
  u. arm bending and extending
  v. ward lift front to back
  w. trunk twist
  x. trunk twist, wand in rear
  y. trunk twist and bend
  z. sitting, trunk bending

Rope stretching to music (Hold doubled or knotted rope by the ends)
  a. overhead stretch
  b. side bending
  c. trunk twisting
  d. leg stretching
  e. sit ups with rope
  f. V seat with rope
  g. upper back stretch
  h. low back stretch
  i. shoulder dislocation

RHYTHMIC GYMNASTICS - GIRLS

UNIT OBJECTIVES	INSTRUCTIONAL CONTENT (and Activities)
	Rope swinging (Using rope as a club or dumbell. Fold rope and knot-hold one end and swing as a club.)
	a. arm circling
	b. circling and bouncing
	c. kneeling and circling
	d. sitting and circling
	e. circling with trunk bouncing
	f. standing trunk circling
	g. trunk circling in lying position
	h. side circling
	i. overhead circling
	j. low circling with jump
	k. rope circling to change rope position
	l. horizontal swing
	m. circle and swing to side
	n. circling the body
	Hoop swinging movements to music
	a. swing and lean
	b. swing forward/ backward
	c. ballet points
	d. back arch
	e. body wave
	f. horizontal swing in front and behind body
	g. hoop turn with side stretch
	h. horizontal turns
	Hoop jumping movements to music
	a. forward jumping
	b. backward jumping
	c. step-hop forward
	d. step-hop backward
	e. lean, back foot bent
	Hoop circling movements to music
	a. circling
	b. circling in front of body and change
	c. alternate hand circling
	d. change hands behind body
	e. circle back and swing
	f. circle front, back and change

RHYTHMIC GYMNASTICS - GIRLS

UNIT OBJECTIVES	INSTRUCTIONAL CONTENT (and Activities)
	Hoop tossing movements to music a. stand and toss b. run, run, toss, leap c. toss overhead d. toss in front of body e. outward circle and toss overhead
	Swinging movements through music a. forward swing b. sideward swing c. sideward circle d. reverse circle e. body circle
	Circle movements a. circle in front of head b. circle in back of head c. combine the above d. circle in front of body e. circle in back of body f. forward and backward circling and swinging to opposite side g. horizontal circle inward h. horizontal circle outward i. circling in front of arm j. circling in back of arm k. combine the above i & j
	Musical ball swinging movements a. forward swing b. swing across the body c. forward circling d. circling around body e. trunk bending
	Musical ball rolling movements a. side floor roll b. V seat roll c. roll around body d. roll on legs e. tour jete' with roll f. arm rolling g. shoulder roll h. hand roll

RHYTHMIC GYMNASTICS - GIRLS

UNIT OBJECTIVES	INSTRUCTIONAL CONTENT (and Activities)
	Musical ball bouncing movements a. bounce with arm swing b. bounce with knee bend c. bounce across body d. bounce with turn e. bounce with partner Musical ball tossing movements a. two hand toss b. one hand toss c. overhead toss d. partner toss

RHYTHMIC GYMNASTICS - GIRLS

TEACHING SUGGESTIONS

Have one piece of equipment for each student or for each two students.

Arrange students in lines, single circles, double circles, as dependent on class size and space.

Eyes should always be focused on the object so the entire body is used.

Each area to be used as an individual unit or combine areas to make up a unit.

Safety

Ample space should be provided between each student.

Students needing glasses should wear guards when working with clubs.

INSTRUCTIONAL MATERIALS

Books:

Gymnastics for Women, Blanche Jessen Druru, Andrea Bodo Schmid, National Publication, 1965. Hanson Way, Palo Alto, California.

Gymnastic Activities with Hand Apparatus for Boys and Girls, Provaznik, Marie, and Zabka, Norma B., 1965

Records:

Chopin Valse - Russel - Ballet Record 31 B (Balls)
Les Cygnats - Ballet Record 31A (Club)
Ballet - Free Style
Rhythmic Gymnastics (Balls and Ropes) Vol. I Hoctor Records (Dance) Waldwick, N.J. (with coice)
Rhythmic Gymnastics (Clubs and Hoops) Vol. II (with voice)
Musical Ball Skills - Vol. 30 Ed. Activities, Inc. (with voice)
Ball Gymnastics and Manual

EVALUATION

Have students create original routines
  a. individual
  b. small group
  c. large group

Have students combine various activities for each apparatus.

FOLK DANCE

ORIGIN AND DEVELOPMENT

Folk dances are usually those dances which originate and are most often performed by the common people of countries other than the United States. The early folk dances were eventually lost in the trend toward urbanization at the end of the 19th century, but gradually, movements in various parts of the world have attempted to preserve the knowledge these dances carry with them of the past, and more and more countries have seen a revival of interest in this form of art.

The origins, mores, political and religious history, and physical environment all have a part in forming the basis for a particular folk dance. The forms, basic steps, tempo and rhythm are all influenced by these factors to produce a particular dance, or type of dance, symbolic of a specific culture. Since dance is a language in itself, it presents an excellent opportunity for understanding others in different cultures and forms a common bond among the various peoples of the world.

As dances were devised in various countries, they have been handed down from generation to generation, usually through the family, and often their origins are lost in antiquity. They all, however, originally told a story, or were symbolic of the times, events and happenings in the lives of the common people.

TERMINOLOGY

Allemande Left: This is a figure which usually precedes the grand right and left. Gentleman turns to the lady on his left, takes her left hand in his left hand and places his right hand behind her back. In this position he turns her once around, then reaches out to join right hands with his partner and all are ready for a grand right and left.

Back a Double: This is an Old English term which means to run backward four steps.

Circle to the Left: The eight dancers in a set join hands to form one large circle, then walk to the left.

Clockwise: The direction the hands of the clock move, i.e., from right to left.

Close with the Free Foot and Take the Weight: If the weight is on the left foot, the right foot is the free foot. Place the right foot beside the left and transfer the weight to the right foot.

Counter Clockwise: Contrary to the direction the hands of the clock move, i.e., from left to right.

Docey-Doe: Two couples are facing. Each lady walks around her own partner, passing between the opposite lady and gentleman. After each lady passes between the opposite couple her partner takes her left hand in his left hand and holds it until he reaches for the right hand of the opposite lady who is coming around from behind her partner. Each lady walks around the right side of the opposite gentleman, then joins left hands with her own partner, passes around his left side and stops at her original position at his right.

Double Circle: Partners forming a double circle with either all boys to the inside or all girls to the inside.

Forward a Double: This is an Old English term which means to run forward four steps.

Grapevine Step: This is a step in which one foot croses in front of and behind the other foot alternately. If the step is being done to the left the right foot crosses over in front of the left and takes the weight. The left foot is placed beside the right, then the right foot is crossed over behind the left foot.

Half Turn, Toward Partner: Partners are side by side, facing the same direction. After a half turn they will both be facing the opposite direction. As they make the half turn they first face each other, then continue turning to a side by side position.

Half Turn, Away from Partner: Same as above except that as they turn away from each other they are back to back before facing the opposite direction.

Hands Joined, Skating Fashion: Partners are side by side. The boy holds his partner's right hand in his right hand and her left hand in his left hand. Their joined right hands are above their joined left hands.

Hop Right (Left): A hop is taken without a transfer of weight from one foot to the other. It is a lift into the air and a return to the floor on the same foot.

Inside Foot: As partners stand side by side the inside foot is the one next to partner.

Left Hand Mill: Circle of four dancers join left hands diagonally across and circle to the left. Joined hands cross in the center of the circle.

Outside Foot: As partners stand side by side the outside foot is the one away from partner.

Promenade: Partners are side by side, the lady on the right of the gentleman. The gentleman holds the lady's right hand in his right hand, and her left hand in his left hand. Their joined right hands are above their joined left hands. In this position they walk around the set counter clockwise.

Quarter Turn: To turn to face to the left or to the right constitutes a quarter turn.

Right Hand Mill: See Left Hand Mill. Join right hands instead of left hand.

Single Circle: Partners side by side forming one large circle.

Skating Fashion: See Hands Joined Skating Fashion

Social Dance Position: Partners are facing each other. The boy places his right arm around the girl's waist and his right hand on her back just below her shoulder blades. His left hand holds her right hand out to the left side. The girl places her left hand on her partner's right shoulder or arm and looks over his right shoulder.

Stamp: An accented step.

Swing Your Partner: Partners take social dance position, then step to the side so that right hips are adjacent. In this position partners swing each other around by taking a quick step on the left foot and accenting the step on the right foot. The left foot remains behind the right foot and is used to get a quick push off on to the right foot.

Turn Single: An Old English term for a step in which dancers make one complete turn to the right with four light running steps.

FOLK DANCE

7th Grade

Grade 7
Time 8-10 class periods

UNIT OBJECTIVES

Know origin and history of the dances.

Demonstrate the specific forms, positions, basic steps that are associated with particular dances and countries.

Demonstrate the ability to distinguish and follow different beats, rhythms, and tempos.

Demonstrate a complete folk dance or dances.

Appreciate and apply social grade and etiquette in folk dancing.

Appreciate the value of folk dancing as a leisure time activity.

INSTRUCTIONAL CONTENT

Origin and development - As teacher introduces each dance, she should give the historical background of that dance.

Techniques and fundamentals of folk dance

Basic dance positions
- a. varsourvienne
- b. promenade
- c. closed
- d. shoulder-waist position

Non-partner dances
- a. Harah (Israel)
- b. Miserlou (Greece)
- c. Rumunjako (Romania)

Partner dances
- a. Korobuska (Russia)
- b. Road to the Isles (Scotland)
- c. Varsouvianna (Put your Little Foot)
- d. Waltz of the Bells
- e. Virginia Reel

Threesome dances
- a. Crested Hen
- b. Rheinlander for Three
- c. Troika

FOLK DANCE

7th Grade

TEACHING SUGGESTIONS

Always name dance, giving its background, origin and customs of country.

Avoid counting, but use accented cues describing movement.

Use only one clue at a time.

Folk dancing should not be taught as exercise, but as an activity rich in social interactions.

Teach all steps to individual then to couple.

Teach the dance in phrases first walking through then using music - keep repeating phrases already learned when adding new ones.

INSTRUCTIONAL MATERIALS

Books:

Folk Dance and Singing Games - Eliz. Burchenal, New York, Schirmer, 1952.

How to Teach Folk and Square Dancing - 1965 - L. Czarnowski and J. McKay, 10th Avenue, San Francisco, 1954.

The Teaching of Folk Dance - A. Schlott Duggan and A. Rutledge, New York, Ronald Press, 1948.

Dance A While - Harris, Pittman, Waller, Minneapolis, Minnesota, Burgress Pub., 1964.

Folk Dance for All - M. Herman, New York, Barness Noble, 1947.

Records:

"Folk Dance Funfest"
"Dancing 'Round the World"
"Folk Dance Festival"
"Dances of Many Lands"
"Special Folk Dances"
"Happy Folk Dances"
"Festival Folk Dances"
"Folk Dances for all Ages"
"All Purpose Folk Dances"
"Folk Dances for Fun"
"Advanced Folk Dances"
"Happy Folk Dances"
"Laugh and Swing to the Folk Dance"
"Cheerful Folk Dances"
"Fiesta of Folk Dances"
"Israeli Folk Dances"

EVALUATION

Written evaluation
- History and development of dances
- Rhythm and tempo
- Number of persons needed for dance
- Dance position
- Dance formation

FOLK DANCE

7th Grade

TEACHING SUGGESTIONS	INSTRUCTIONAL MATERIALS
	EVALUATION Skill performance test Recognization of dances when music is played Executing dance with small group Subjective evaluation Degree of skill in dancing Degree of participation Degree of social ability

SOCIAL DANCE
8th Grade

Grade 8
Weeks 2 (five class periods)

UNIT OBJECTIVES	INSTRUCTIONAL CONTENT
Recognize the rhythmic patterns of various social dances. Demonstrate correct posture and body control. Demonstrate the social dance steps. Demonstrate poise and social etiquette.	Techniques and fundamentals of social dancing Mixers a. bunny hop b. conga c. hokey poke d. patty cake polka mixer Schottische a. basic schottische b. butterfly c. foursome d. sixsome Waltz a. basic step b. box step c. turn d. skaters waltz e. salley

SOCIAL DANCE

8th Grade

TEACHING SUGGESTIONS

Suggest this unit should be used as a coeducational unit.

Merging single lines, alternating boy and girl.

Circle - alternating boy and girl.

Double circle, partners facing and holding hands.

The basic step may be taught in a double circle formation, without partners - boys on inside - girls on outside. When partners are desired, boy can take the girl opposite him. Partners may be changed as desired by having boy move one partner forward.

Step may be learned first without a partner in two straight lines facing each other. When partners are desired, boys may take girl directly across.

Dance walk may be taught in double circle without partners. Basic step may also be learned in this formation. Instructor should emphasize shorter forward steps and longer bachward steps.

INSTRUCTIONAL MATERIALS

Books:

Teen-Age Dancebook - Betty White, David McKay Co., Inc., New York, 1952.

How to Become a Good Dancer - Arthur Murray, Simon and Schuster, New York, 1959.

Dance A While - Harris, Pittman, Swenson, Burgress Publishing Company, Minneapolis, Minnesota, 1951.

Dance and Be Charming - Roni Dengel, The Four Winds Press, New York, 1964.

Records:

Music - Dance Party Mixer DE - 2

Music - Basic Mixer HYP 505

"Butterfly"
"Basic Dance Tempos" - PHY - A105
  or any schottische music
"Basic Dance Tempos" - P_Y - A105
  for any polka music
"Beer Barrel Polka"
"Liehtanstain Polka"
"Ballroom 'Beep'"
"Training Record"
"Foxtrot" - BF
"Especially for Dancing" - DE - 1
"Music for Cotillion" - PLY - 4103

EVALUATION

Play various music and have student recognize the rhythmic pattern.

Subjectively evaluate students' skill performance of the various dances.

SOCIAL DANCE

9th Grade

Grade 9
Weeks 2 (five class periods)

UNIT OBJECTIVES

Recognize the rhythmic patterns of various social dances.

Demonstrate correct posture and body control.

Demonstrate the social dance steps.

Demonstrate poise and social etiquette.

INSTRUCTIONAL CONTENT

Techniques and fundamentals of social dancing

Review waltz

Fox Trot
- a. basic step
- b. variations of basic step
  - (1) ladies' turn
  - (2) man's turn
  - (3) both turn
  - (4) diamond
  - (5) wring the dish rag
  - (6) rock
  - (7) in fours
    - (a) break
    - (b) through the arch

Polka
- a. basic step
- b. dance position with partner
  - (1) girls with hands on boys' shoulders and boys with hands on girls' hips
  - (2) basic dance position

Lindy Hop
- a. single step
- b. double step

SOCIAL DANCE

9th Grade

TEACHING SUGGESTIONS

Suggest this unit should be used as a coeducational unit.

Merging single lines, alternating boy and girl.

Circle - alternating boy and girl.

Double circle, partners facing and holding hands.

The basic step may be taught in a double circle formation, without partners - boys on inside - girls on outside. When partners are desired, boy can take the girl opposite him. Partners may be changed as desired by having boy move one partner forward.

Step may be learned first without a partner in two straight lines facing each other. When partners are desired, boys may take girl directly across.

Dance walk may be taught in double circle without partners. Basic step may also be learned in this formation. Instructor should emphasize shorter forward steps and longer backward steps.

INSTRUCTIONAL MATERIALS

Books:

Teen-Age Dancebook - Betty White, DAvid McKay Co. Inc., New York, 1952.

How to Become a Good Dancer - Arthur Murray, Simon and Schuster, New York, 1959.

Dance A While - Harris, Pittman, Swenson, Burgress Publishing Company, Minneapolis, Minnesota, 1951.

Dance and Be Charming - Roni Dengel, The Four Winds Press, New York, 1964.

Records:

*Suggest using contemporary music for Lindy Hop.

"Butterfly"
"Basic Dance Tempos" - PHY - A105 or any Schottische Music
"Basic Dance Tempos" - PHY - A105 or any polka music
"Beer Barrel Polka"
"Liehtanstain Polka"
"Ballroom 'Beep'"
"Training Record"
"Foxtrot" - BF
"Especially for Dancing" - DE - 1
"Music for Cotillion" - PLY - 4103

EVALUTAION

Play various music and have student recognize the rhythmic pattern.

Subjectively evaluate students' skills in different dances.

SOCIAL DANCE

10th Grade

Grade 10
Weeks 2

UNIT OBJECTIVES

Recognize the rhythmic patterns of various social dances.

Demonstrate correct posture and body control.

Demonstrate the social dance steps.

Demonstrate poise and social etiquette.

INSTRUCTIONAL CONTENT

Techniques and fundamentals of social dancing

Review
- a. waltz
- b. Lindy Hop

Grand march
- a. platoons
- b. serpantine
- c. arch
- d. tunneling

Rhumba
- a. basic step
- b. box step
- c. open break

Cha-Cha
- a. basic step
- b. sideward step
- c. cross-over
- d. the chase

Samba
- a. basic step
- b. "lean"
- c. open position

SOCIAL DANCE

10th Grade

TEACHING SUGGESTIONS

Step may be learned first without a partner in two straight lines facing each other. When partners are desired, boys may take girl directly across.

Suggest this unit should be used as a coeducational unit.

Rhumba - Emphasize action at hips through relaxed knees and small steps. Stress correct dance position for Latin dances.

Samba - Emphasize knee action and rhythm.

INSTRUCTIONAL MATERIALS

Books:

Dance and Be Charming - Roni Dengel, The Four Winds Press, New York, 1964.

Dance A While - Harris, Pittman, Swenson, Burgress Publishing Company, Minneapolis, Minnesota, 1951.

How to Become a Good Dancer - Arthur Murray, Simon and Schuster, New York, 1959.

Teen-Age Dancebook - Betty White, David McKay Co. Inc., New York, 1952.

Records:

Any Fox Trot music

"Music for Cotillion" - PLH - 4103
"Dance Party Mixer" - DE-2
"Just for Dancing"
  Volume I PLH - 3010
  Volume II PLH - 3040
"Basic Dance Tempos" - PYH - A105
"Ballroom 'Beep' Training Record" -
  Cha-Cha - BC
  Waltz BS
  Samba - BSA
"Especially for Dancing" - DE-1

EVALUATION

Play various music and have student identify the rhythmic pattern.

Test individual performance of basic dance steps.

Written: Origin and development
Dance Description
Dance Positions
Dance Formations

MODERN DANCE

ORIGIN AND DEVELOPMENT

Dance, in its earliest beginnings existed despite its lack of aesthetic inspiration and studied meaning. The pioneers of modern dance as we know it today were Isadora Duncan, who danced from the heart and what she felt inside, slighting the technique which Martha Graham later developed and perfected. It is almost as old as life itself and is an art of action using movement as its substance of expression. When dance is developed as an expressive activity, it becomes a vital experience in which the individual may find a more perfect design for living.

TERMINOLOGY

Basic Dance Movements

Even Movements:

Walk. . .An alternate transference of weight from one foot to the other. This is the simplest form of locomotion.

Run . . .A quick transference of weight from one foot to the other--both feet are momentarily off the floor.

Leap . .An alternate transference of weight from one foot to the other-- as in the run, both feet are momentarily off the floor. It may be used for height of distance.

Hop . . .A step pattern in which you take off with one foot and land on that same foot. This again, may be done for height or distance.

Jump . .A step pattern in which you take off with one foot or two feet but land on both feet.

Uneven Movements:

Gallop .The rhythm is: long, short, long, short. The step pattern is made up of a step, and a close with the other foot. The original foot is always in the lead.

Slide . .The rhythm is: step, draw, step draw. It has a long, short rhythm.

Skip . .The rhythm is: step, hop, step, hop. The step, and hop, are on the same foot.

Composition Variations

1. Range
2. Focus
3. Level
   a. on the floor
   b. sitting
   c. kneeling
   d. standing
   e. elevated

Mood Movements

1. Happiness
2. Sadness
3. Excitement
4. Shy
5. Angry

Movement Presentations

1. Unison
2. Opposition
3. Succession
4. Direction
    a. forward
    b. backward
    c. sideward
    d. diagonally
    e. circularly
    f. up
    g. down
5. Groupings
6. Floor patterns

Analyzing a Composition

Choose a central theme!

1. unity
2. repetition - enough but not too much
3. variety - enough to hold interest
4. contrast - movemeents by groups or sequentially
5. climax
6. conclusion
7. proportion - various parts and their relation to each other
8. balance: symetrical - a balanced stage such as two on one side and two on the other. This gives a static quality for excessive formality.

    asymetrical - an unbalanced stage. Example: one on one side and three on the other.
9. harmony - have various parts blend so nothing is lost
10. design in space - focus, direction and level. The momentary picture you create from moment to moment; how you move your group across the floor.

Four Basic Qualities One May Use

1. Percussive
    a. power
    b. rage
    c. jazz
2. Sustained
    a. fear
    b. pain
    c. awe
    d. depression
3. Swinging
    a. happiness
    b. joy
    c. triviality
4. Collapsing
    a. suppression
    b. fatigue

Abstract: to take the essence or essential meaning of an idea, not the literal reproduction.

Accelerando: a direction to increase gradually the velocity or speed of movement.

Accent: an increase in stress or intensity by an emphasis.

Antiphonal: a musical or movement response performed alternately on two parts; voice answering voice like a question and answer.

Asymmeterical: not balanced in the conventional sense of exact correspondence or balanced in proportion.

Choreography: the art of planning and arranging dance movements into a finished and unified composition.

Composition: the arrangement of content to produce and inevitability of form resulting in a complete whole.

Crescendo: a direction to increase gradually the volume, speed, range, of dynamics of movement.

Design: a plan or sketch; the arrangement of floor, spatial patterns, and other elements to produce a related pattern.

Development: the elaboration of a theme.

Distortion: the act of exaggerating or twisting out of the usual; a means of projection the essential meaning or purpose and the elimination of unessential details.

Dynamics: variations and differences in the amounts of energy, intensity or power.

Floor pattern: the imaginary design made on the floor by moving from one place to another.

Focus: the direction of attention to any point in space; concentration on a fixed objective.

Form: the shape, structure, or contour that a dance or piece of music takes; a logical organization brought about by orderly arrangement.

Intensity: the relative magnitude of force or strength, feeling quality or color.

Kinesthetic Sense: muscle sense giving an awareness of body position and movement, as it relates to force and range.

Level: relative difference in altitude in relation to the floor.

Locomotor: a progression from one place to another on a moving base.

Motif (Motive): the dominant theme or idea varied or repeated in a composition.

Non-locomotor: axial movement; movement taken on a fixed base.

Pendular: a freely swinging type of movement with unchecked follow through.

Spatial Design: a pattern, plan or arrangement made in space.

Step Pattern: the arrangement of locomotor movement into foot patterns.

Stress: the point of emphasis, accent; the degree of force.

Stylize: to emphasize the distinctive characteristic, quality and rhythm of a movement.

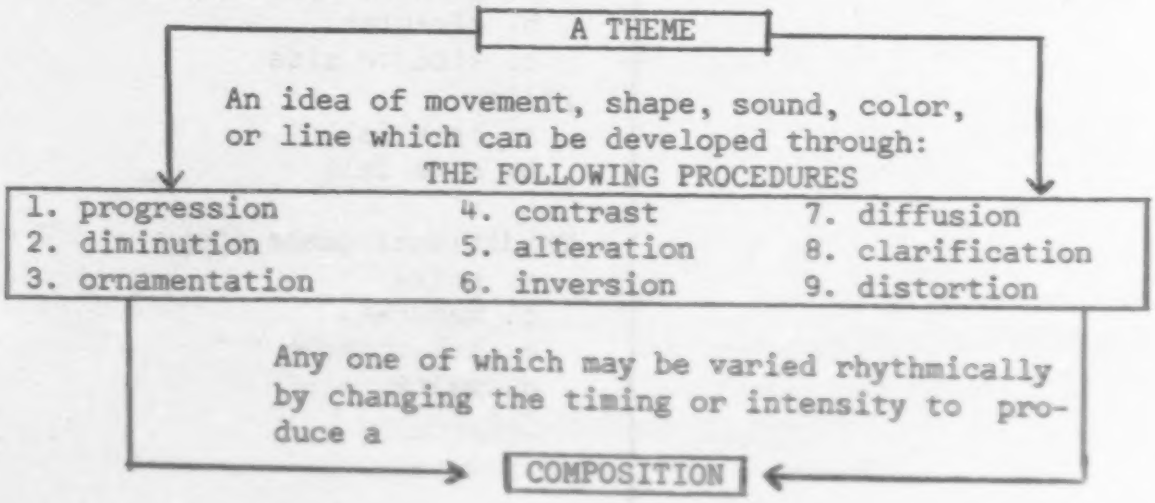
Symmetrical: balanced in relative position; even correspondence of design, space, rhythm, floor pattern.

Tension: the relative degree of intensity or energy expenditure resulting in various shades of feeling quality.

Theme: the central or unifying idea: the subject for elaboration, development, and variation.

Underlying Beat: the steady, basic continuous pulse that underlies a movement.

Unity: parts so combined in style and character that they constitute a related whole, a coherent entity.


A THEME
An idea of movement, shape, sound, color, or line which can be developed through:
THE FOLLOWING PROCEDURES
1. progression
2. diminution
3. ornamentation
4. contrast
5. alteration
6. inversion
7. diffusion
8. clarification
9. distortion
Any one of which may be varied rhythmically by changing the timing or intensity to produce a
COMPOSITION

MODERN DANCE - Girls

Grade: 9
Weeks: 2

UNIT OBJECTIVES	INSTRUCTIONAL CONTENT (and Activities)
Demonstrate knowledge of the origin and development of modern dance The ability to demonstrate creative movements Ability to demonstrate motor coordination, flexibility, balance and strength The ability to communicate ideas using the body as the instrument of expression To become more uninhibited in movement exploration Ability to demonstrate an appreciation for dance as the art of physical expression	Origin and development of modern dance Techniques and fundamentals of modern dance: Review basic locomotor movement a. walk b. run c. skip d. leap e. hop f. gallop g. slide h. slide and turn i. run, leap j. jazz-toe-heel walk Swinging movements a. forward and back b. circular c. side to side Falls a. back fall b. side fall Traditional dance steps a. polka b. mazurka c. schottische d. waltz

MODERN DANCE - GIRLS

9th Grade

TEACHING SUGGESTIONS

Make it fun - let them watch each other and each other's compositions.

Vary the music

Have them create something every day.

Suggest "words" for pupils to dance out in a short composition. Ex. - pain, fury, joy (These key words should suggest moods, feelings, reactions that will help the student to observe and participate in the various types of movement.)

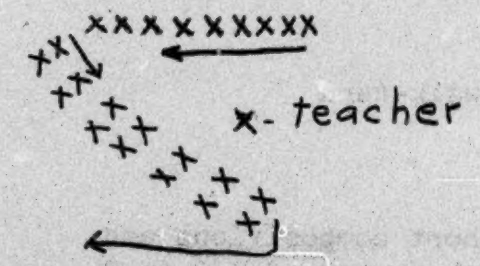
Poetry - nursery rhymes

Everday things -

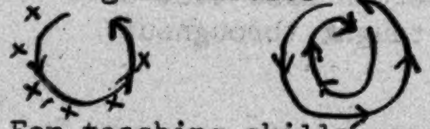
Advertisements - "The closer he gets, the better you look." "Please don't squeeze the Charmin."

Finally, a complete composition - Make sure the group has a central theme.

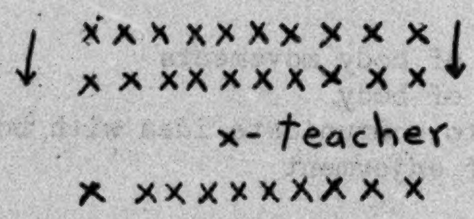
For individual observation



Moving in circles



For teaching skills--mass instruction



INSTRUCTIONAL MATERIALS

Equipment:

Gym or modern dance room

Record player

Modern dance drum and beater (other percussive instruments may be used, but for general class instruction, a drum is strongly suggested.)

Books:

Modern Dance, Martin
The Baizoi Book of Modern Dance, Knoph Alfred H.
Staging the Dance, Melcer, Fannie Helen
Keynotes to Modern Dance, Norris
The Book of the Dance, DeMolle, Agnes
The Dance in Art, Lampkin, Lucy
Educational Dance Series, Marsh, Lucille and Marsh, Agnes

Film:

Martha Graham's Dance Company, Minneapolis Public Library

Records:

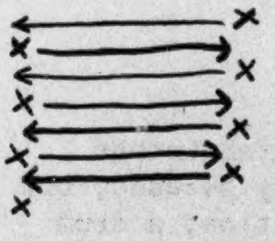
Posture and Figure Control, Blanche and Drury
Keynotes to Modern Dance, Koch, Dorothy E. Norris, Reva Shiner
Music for the Modern Dance Class, Muller, Edward, Birch, Pat
Dance Play, Dietrich, Sally Tobin
Ballet Free Style, LeMone, Evelyn
Sarah Malaments Improvisation for Modern Dance Series #1 and #2

MODERN DANCE - GIRLS

9th Grade

TEACHING SUGGESTIONS

Passing through - this can be done in large or small groups



Warm up

Limbering and stretching exercises. Correct body mechanics with emphasis on posture and arm and leg control. Use swinging sustained, percussive and collapsing movement.

INSTRUCTIONAL MATERIALS

The Dancer Creates, Frieda Miller Records
For Contemporary Dance, Frieda Miller Records
Motivations for Modern Dance, Frieda Miller Records

EVALUATION

Skill Performance Tests

- a. walk-arms used
- b. skip
- c. run
- d. waltz run
- e. waltz run and skip turn combination
- f. leap
- g. leap-run
- h. leap-run-run
- i. skip turn
- j. 5-3-skip turn
- k. back fall
- l. side fall
- m. straight walk-turn

Compositions:

Begin with short compositions and gradually work up to a 2 1/2 to 3 minute one. One can also test on various skills taught throughout the unit

Subjective Observation:

- a. fluidity of body movements
- b. carriage of body
- c. ability to communicate idea with body
- d. degree of enjoyment

MODERN DANCE - Girls

Grade: 10
Weeks: 2

UNIT OBJECTIVES

Ability to demonstrate creative movements

Ability to demonstrate motor coordination, flexibility, balance, strength

Ability to communicate ideas using the body as the instrument of expression

Ability to develop short individual compositions

To become more uninhibited in movement exploration

Ability to demonstrate an appreciation for dance as the art form of physical education

INSTRUCTIONAL CONTENT

Review basic locomotor skills
- a. walk
- b. run
- c. skip
- d. leap
- e. hop
- f. gallop
- g. slide
- h. slide and turn
- i. run, leap
- j. jazz-toe-heel walk

Combination of motor skills
- a. 2 step turn
- b. waltz run
- c. waltz run with skip turn
- d. skip turn, side roll over fall
- e. grape vine walk
- f. knee walk
- g. grape vine skip

Turns
- a. tour jete'
- b. leap turn
- c. elementary skip turn
- d. 5-3 skip turn (five skip turn to right, stop short, three skips back to left)

Swinging movements
- a. arm swings
  - 1. forward and back
  - 2. circular
  - 3. side to side
- b. sideward leg swing
- c. two beat body swing
- d. two beat body swing with wave

Falls
- a. back fall
- b. side fall
- c. circular fall

MODERN DANCE - GIRLS
10th Grade

UNIT OBJECTIVES	INSTRUCTIONAL CONTENT
	Sustained movement a. arm extension b. leg extension c. exhibit muscular tension
	Percussive movements a. strike in different directions b. lunge and strike in opposition c. angular ballistic movements d. percussive movements with arms, legs, torso only
	Collapsing movements - complete relaxation falls
	Traditional dance steps a. polka b. mazurka c. schottische d. waltz
	Vibrating movements - percussion in quick succession
	Suspended movements - movements held in suspension for a period of time

MODERN DANCE - GIRLS

10th Grade

TEACHING SUGGESTIONS

Make it fun - let them watch each other and each other's compositions.

Vary the music

Have them create something every day

Suggest "words" for pupils to dance out in a short composition. Ex. - pain, fury, joy (These key words should suggest moods, feelings, reactions that will help the student to observe and participate in the various types of movement.)

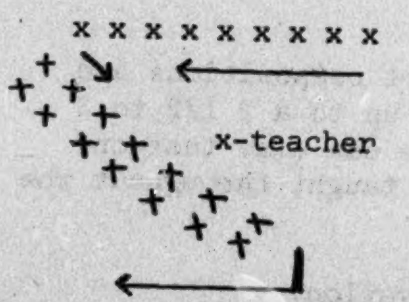
Poetry - nursery rhymes

Everday things -

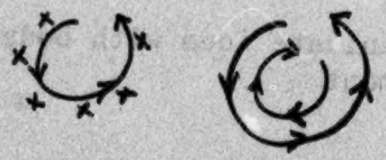
Advertisements - "The closer he gets, the better you look." "Please don't squeeze the Charmin."

Finally, a complete composition - Make sure the group has a central theme.

For individual observation



Moving in circles



INSTRUCTIONAL MATERIALS

Equipment:

Gym or modern dance room

Record player

Modern dance drum and beater (other percussive instruments may be used, but for general class instruction, a drum is strongly suggested.)

Books:

Modern Dance, Martin
The Baizoe Book of Modern Dance, Knoph, Alfred H.
Staging the Dance, Melcer, Fannie Helen
Keynotes to Modern Dance, Norris
The Book of the Dance, DeMolle
The Dance in Art, Lampkin, Lucy
Educational Dance Series, Marsh, Lucille and Marsh, Agnes

Films:

Martha Graham's Dance Company, Minneapolis Public Library

Records:

"Posture and Figure Control", Blanche and Drury
"Keynotes to Modern Dance, Norris, Dorothy E. Koch and Shiner, Reva
"Music for the Modern Dance Class", Muller, Edward and Birch, Pat
"Dance Play", Dietrich, Sally Tobin
"Ballet Free Style", LeMone, Evelyn
"Sarah Malaments Improvisation for Modern Dance Series #1 and #2"

MODERN DANCE - GIRLS

10th Grade

TEACHING SUGGESTIONS

For teaching skills -- mass instruction.

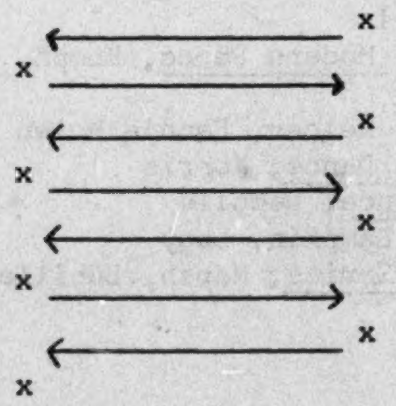
X X X X X X X X X X

X X X X X X X X X X

X- teacher

X X X X X X X X X X

Passing through - this can be done in large or small groups



Warm up

Limbering and stretching exercises. Correct body mechanics with emphasis on posture and arm and leg control. Use of swinging sustained, percussive and collapsing movement.

INSTRUCTIONAL MATERIALS

Frieda Miller Records:
"The Dancer Creates"
"For Contemporary Dance"
"Motivations for Modern Dance"

EVALUATION

Skill Performance Tests

a. walk-arms used
b. skip
c. run
d. waltz run
e. waltz run and skip turn combination
f. leap
g. leap-run
h. leap-run-run
i. skip turn
j. 5-3-skip turn
k. back fall
l. side fall
m. straight walk-turn

Compositions
Begin with short compositions and gradually work up to a 2 1/2 to 3 minute one. One can also test on various skills taught throughout the unit.

Subjective Observation:

a. fluidity of body movements
b. carriage of body
c. ability to communicate idea with body
d. degree of enjoyment

RHYTHMICAL ACTIVITIES

Suggested Modifications

RULE MODIFICATIONS

Limit instructional time
Substitute other steps such as walks, slides or balance steps
Use slow tempo dance steps
Use rhythmical patterns and movements adapted to pupil limitations
Axial movements on individual basis
Pupil creates own dance patterns based on his limitations
Limit number of repetitions
Allow sufficient rest periods
Simplify rhythmical activities by using parts of original composition or dance
Use rhythmical patterns in a non-weight bearing position (sitting-lying)
Practice dance steps only - with or without music
Use rhythmical activities or short duration

MODIFIED GAMES AND SKILLS

Slow Tempo Dances
- Waltz
- Two-Step
- Fox Trot
- Tango
- Schottisch in place and without hop

Slow Round Dances
- Valeta Waltz
- Ting-a-Ling
- Blackhawk

Non-Weight Bearing
- Arm movements to music
- Trunk movements
- Clapping in time to music
- Tapping out rhythm with feet or hands
- Use of rhythm instruments

Axial Movements
- Swinging arms or legs, forward, backward or in circle
- Swinging trunk from side to side
- Grasping at imaginary objects
- Pushing and pulling as in sawing a log
- Turning and twisting the body
- Stretching and relaxing the body
- Flexing and extending body parts

SIMPLE GAMES AND RECREATIONAL ACTIVITIES

Weekly Time Allotment

Grades:	7		8		9		10	
	B	G	B	G	B	G	B	G
Low Organized Games	2		2		2		2	1
Broomball								
Deck Tennis								
Horseshoes								
Indoor Hockey								
Paddleball								
Rope Jumping								
Shuffleboard								
Skating (Ice)								
Table Tennis								
Tetherball								
Whiffleball								
Life-time Sports								
Archery					2	2	2	2
Badminton							2	2
Bowling				Optional				
Golf					2		2	2
Tennis					3	3	2	2

BROOMBALL

ORIGIN AND DEVELOPMENT

Origin of the game of Broomball is uncertain. It obviously evolved from ice hockey but because one played without skates and, a rubber ball and broom were used instead of a puck and stick, it became popular among adults living in communities where ice hockey was popular.

BROOMBALL RULES

Rule 1. The Rink

Dimensions: A hockey rink of any size is satisfactory, provided it has side-boards at least three (3) feet or more in height.

Position of Cages: A goal cage should be placed at each end of the rink at least ten (10) feet and not more than (15) feet from the end boards and equal distance from the side-boards.

Goal Lines: A goal line is two (2) inch red line on the ice between the goal cages.

Zaones: The rink shall be divided into two (2) zones called defensive and attacking zones. A team's defensive zone is that half of the rink where the goal cage, it is defending, is located. The remaining half of the rink is its attacking zone.

Face-Off Marks: A red square, dot or circle at the exact center of the ice and the red special spots at each corner of the rink.

Goal Crease: A semi-circle with a 9' radius. The center of this circle being a point midway between the two front goal posts on the goal line. This semi-circle will end when it intersects with a line extended through the outer edge of the rear goal posts.

Rule 2. Goal Cages

The goal shall be 8' in width and 4 1/2' in height.

Rule 3. The Ball

A standard size, inflated volleyball shall be used. It shall be inflated to a pressure of not less than two pounds and not more than three pounds.

Rule 4. Player's Equipment

All brooms shall be of the cane straw type with wooden handles. The straw end or the wooden handles may be taped if desired. The straw end, if taped, may only be taped down half of the straw end. The straw end of the broom must be at least 8" in length, but not more than 14" in length and must be at least 6" in width, but not more than 10" in width.

Rule 5. Team and Players

A team shall be composed of eight (8) players. Each squad shall consist of not more than (20) players.

A team may start a game with seven players

Anytime, in the judgement of the referee, the ball is tied up, it shall be faced off at nearest marked face-off spot.

Rule 6. Scoring

A goal shall count one (1) point.

A goal is made when the volleyball entering from in front, passes between the cage posts, below the top of the net, and completely across the goal line. An attacking player may score and a goal made only when the volleyball was last touched by his broom, and then only if the volleyball, when so played, was not more than three (3) feet off the ice. If the ball was last touched by a defending player before it entered the cage, the goal is allowed regardless of the manner in which the ball was caused to enter the cage except if an attacking player propels the ball other than with his broom.

(Explanation) After the ball has left rink, the ball will be put in play by the opponents of the team causing the ball to leave rink. The team passing the ball in (with broom) can score a goal only after a teammate (other than person passing ball) has touched the ball. If the ball strikes a defensive player on the pass-in and goes into net, the goal shall count.

Rule 7. Putting the Ball in Play

Center of Ice Face-off: The ball shall be put in play by a face-off at center of the ice. The two (2) players making the face-off shall stand with both feet and body squarely facing his opponents end of the rink with tips of brooms on the ice and approximately twenty-four (24) inches apart. The ball will be placed on the face-off spot between the two (2) brooms. Play will commence when the referee blows the whistle.

At time of face-off all players will be in their defensive zone and not within ten (10) feet of face-off spot. The ball shall be faced at center ice at beginning of each period, after a goal, after a penalty shot, and after an injury.

Ball Leaving Rink: If ball leaves the rink for any reason, the team causing ball to leave the rink will lose possession of ball and a player on the opposing team will put the ball in play by passing the ball in from side of rink at point where ball left the rink. The broom must be used to pass the ball into play and no defensive player may position himself within fifteen (15) feet of player passing ball into play. Prior to putting the ball into play, the referee will place the ball within five (5) feet of sideboards.

Rule 8. Playing the Ball

The ball may be played or stopped with the broom when the straw end of the broom is not more than three (3) feet off the ice. If an attempt is made to play the ball when the straw end of the broom is more than three (3) feet above the ice, the ball will be awarded to the opposing team to be thrown in by one of their players to a teammate from the side of the rink nearest point of infraction. If any injury is caused by playing the ball when the straw end of the broom is above three (3) feet - a penalty shot shall be awarded.

The ball may be stopped by any part of the body, but may not be caught and thrown, batted, or kicked. The feet may be used to control the ball - but may not be kicked - Minor Penalty.

Goal Keeper: A team shall have only one goal-keeper or player with goal-keepers privileges on the ice at any one time. (With his feet, body, or broom, the goal-keeper may play the ball in any manner or direction, except throwing broom which is prohibited.

In stopping the ball, he may catch it, propel it, or bat it with his hands or broom in any direction. In clearing the ball, he may pick it up, carry it out of Crease or throw it, towards his own end of the rink. Minor Penalty for throwing ball forward.

The goal-keeper shall be given three (3) seconds after catching the ball to clear it. If after three (3) seconds, he has failed to clear the ball, the opposing team will take possession and throw the ball in from side of rink.

When the ball is on the ice, no player other than the goal-keeper, shall pick up, throw, cover, or trap the ball with his hands or body - Minor Penalty.

a. No player shall leave his feet to play an opponent, except to go down on one knee.
b. No player shall catch, hold, clutch or carry the ball in his hands or against his body.

Rule 9. Penalties

No player, including goal-keeper, shall throw his broom in any zone - Penalty Shot.

No defensive player (except the goal-keeper) may stand or position himself in the goal Crease. A team warning on first offense and a penalty shot on each offense, thereafter.

A Minor Penalty is awarding of the ball to opponents to be thrown from side of rink nearest point of infraction.

Penalty Shot - is a free shot at goal-keeper from fifteen (15) feet directly in front of the goal. The player fouled will attempt the shot.

a. The ball will be set on ice fifteen (15) feet in front of the goal and the player attempting the shot may stand stationary and shoot the ball, or run up to the ball and shoot. There will be no playing of the re-bound.

b. During the penalty shot the goal-keeper must remain completely inside the hockey goal Crease. (Not more than four (4) feet in front of goal line.)

c. The player fouled will attempt the shot.

d. A penalty shot that is not caused directly by a foul against a certain player will be attempted by a player of offended teams choice.

BROOMBALL - Boys

Any grade - included with recreational activities.

UNIT OBJECTIVES	INSTRUCTIONAL CONTENT (and Activities)
Demonstrates knowledge of origin and development. Ability to demonstrate knowledge of rules, scoring and strategy for the game of broomball. Ability to demonstrate the various skills of the game. To provide an outdoor winter recreational team sport. Understands and appreciates the values of broomball as a recreational activity.	Origin and development of the game. Skills of Game a. checking b. penalties c. boundary rules d. team and players e. player conduct Selection of Equipment a. broom requirements b. footware c. goalie equipment d. outside dress e. puck or ball Technique and Fundamental Skills of Game a. shooting b. passing c. goal keeping d. bully-the-ball (face-off) Strategy a. play making b. offense tactics c. defensive tactics

BROOMBALL - Boys

TEACHING SUGGESTIONS

Safety

Unobstructed surface
Proper equipment and dress
Adherance to rules
Broom must be below waist at all times

Modifications

Any number of players may be on a team
Change goals after a team scores

Rules
Modified from Bloomington Park Board

INSTRUCTIONAL MATERIALS

Official Broomball Rules
Bloomington Park & Recreation Dept.
Winter 1967-68

Minneapolis Park Board Rules 1967-68

EVALUATION

Written tests
- a. rules
- b. history
- c. scoring

Skill Performance test
- competitive tournament

Subjective Evaluation and Observation
- a. degree of participation
- b. observation of rules
- c. degree of good sportsmanship
- d. ability to move and pass the ball on ice
- e. ability to goal keep

DECK TENNIS

Any grade - included with recreational activities and adapted physical education

UNIT OBJECTIVES	INSTRUCTIONAL CONTENT
Demonstrate knowledge of history and rules of deck tennis	Origin and development of deck tennis
Develop a knowledge of the strategy emphasized in the game of deck tennis.	Selection and care of equipment
	Basic rules
Be able to perform various skills of deck tennis.	Techniques and fundamentals of deck tennis
Develop appreciation of the game of deck tennis as a life-time activity.	Serving a. stance b. grip c. throw d. follow through
	Volley a. ring return (wrist up during return) b. throwing and returning with partner c. tournament's play

DECK TENNIS

TEACHING SUGGESTIONS

The only safety precaution is to see that the playing surface is safe from slippery spots, etc. Otherwise, the ring is safe and soft and this game is usually very safe and enjoyable.

INSTRUCTIONAL MATERIALS

Books:

Active Games and Contests - B.S. Mason and E.D. Mitchell, A.S. Barnes and Company, New York.

Physical Education for High School Students - AAHPER, 1201 16th Street N.W., Washington, D.C.

EVALUATION

Written test
- History
- Rules
- Scoring
- Serving
- Ring return
- Game strategy

Performance skill test
- Skill tests in various game skills

HORSESHOES

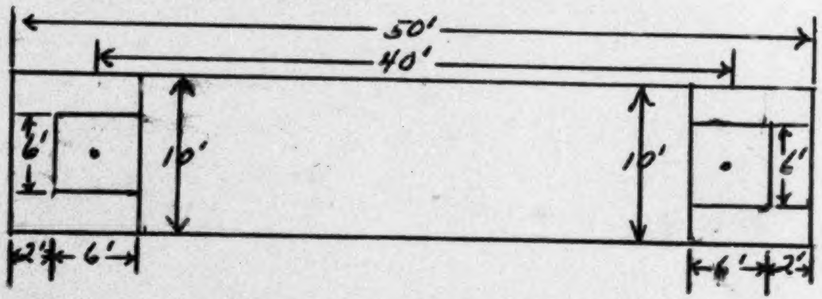
OFFICIAL RULES

The Court shall consist of two pitcher's boxes with stake in the center of each and shall cover a level area over-all up to ten (10) feet in width and up to fifty (50) feet in length.

Pitcher's box shall be six (6) feet square, with stake in the exact center. The outer edges of the pitcher's box are known as foul lines.

Stakes shall be one inch think and shall extend twelve (12) inches above the surface with a three (3) inch incline toward the opposite stake.

Pitching distance (from stake to stake) shall be forty (40) feet for men, optionally thirty (30) feet for ladies.



RULES OF PLAY

1. Choice of first pitch or follow shall be determined by the toss of a coin. In successive games between the same players, the loser shall have choice.

2. Order of play - First contestant pitches both shoes, then his opponent pitches two shoes. An inning constitutes the pitching of two shoes by each contestant. Point winner of each inning pitches first in following inning. In case of tie, player who pitched last in that inning will pitch first in following inning.

3. Foul shoes - The pitcher must remain behind the foul line until the shoe leaves his hand. Any shoe delivered while the pitcher's foot extends beyond the fould line shall be declared foul. Foul shoes shall be removed from the opposite pitcher's box at the request of the opponent.

SCORING

A tournament game consists of fifty (50) points: Informal games are usually twenty-one (21) points. Points are scored according to the position of the shoes at the end of each inning.

1. Only one player scores in any inning.
2. A shoe must be within six (6) inches of the stake to score.
3. A "ringer" is declared when a shoe encircles the stake far enough to allow the touching of both heel calks simultaneously with a straight edge, and permit a clearance of the stake.

4. Closest shoe to stake scores one point.
5. Two shoes closer than the opponent's count two points.
6. One ringer scores three points, two ringers count six points
7. Two ringers against one for opponent count three points.
8. One ringer and closest shoe of same player score four points.
9. If each player has a ringer, the next closest shoe, if within six (6) inches of the stake, scores one point.
10. A leaning shoe has no value over one touching the stake.
11. All equals count as ties, and no points are scored.

HORSESHOES

Any grade - included with recreational activities

UNIT OBJECTIVES

Demonstrate skill of pitching horseshoes

Knowledge of rules and scoring

Appreciation of the carryover values of horshoes to physical education

INSTRUCTIONAL CONTENT

Origin and development

Rules and Scoring

Techniques of pitching
  a. Open shoe toss
    - end over end
    - straight toss
  b. One full turn
  c. One and one-half turn

Doubles play

HORSESHOES

TEACHING SUGGESTIONS

Start pitching from short distance - gradually increasing distance as pupils' skill improves.

Teach safety and courtesy
  a. Player should not walk to opposite stake prior to completion of an inning.
  b. A player when not pitching should remain on the opposite side of the stake from opponent and to the rear.
  c. Players should not indulge in heckling.
  d. Players should not touch shoes until points of inning have been agreed upon.

INSTRUCTIONAL MATERIALS

"Sportcraft Official Rules", General Sportcraft Co. Ltd.

EVALUATION

Written
  a. rules
  b. values
  c. etiquette

Performance
  a. tournament
  b. points based on number of pitches

INDOOR HOCKEY

Any grade - include with recreational activities and Adapted Physical Education

UNIT OBJECTIVES	INSTRUCTIONAL CONTENT
Know history, origin and rules of the game.	Origin and rules of the game.
Demonstrate the ability to perform the activities involved.	Techniques and fundamentals of indoor hockey
Develop speed, coordination and agility in indoor hockey that will have carry value in other sports.	Stick handling a. passing b. backhand shots c. forehand shots d. dribbling
Develop a "give and take" attitude.	
Develop alertness and movement.	Play position a. center b. forward c. guard d. goal keeper
	Body movement a. running b. stopping c. changing direction

INDOOR HOCKEY

TEACHING SUGGESTIONS

Obstacles dribble
Goal shooting
Passing
Dodge and run

Safety precautions:
Use of both hands on stick at all times.
The stick must be carried below the waist at all times.
No body checking.
Change lines every three minutes during scrimmage.

Modifications:
Play with the puck or the official ball.
Shorten the periods.

INSTRUCTIONAL MATERIALS

Pamphlet:
Cosom Hockey - Cosom Company, 6030
Wayzata Boulevard, Minneapolis,
Minnesota 55416

EVALUATION

Written test
Rules of indoor hockey

Skill test
Techniques used in indoor hockey

ROPE SKIPPING

Size and type of rope

Ideally each child should have his or her own rope. The rope should measure from hip to hip as the skipper stands in a stride position, feet about six inches apart, on the center of the rope.

3/8" sash cord, also called #9 sash cord, is stocked in 100' lengths and can be cut to length. The ends should be taped with adhesive tape to prevent unraveling. One hundred feet at 7 1/2' to 8' lengths would give you about eleven (11) single individual ropes and one 12' long rope.

Progression in teaching

1. Accent proper form from the beginning
   a. Body erect
   b. Head up
   c. Toes pointed down as jumping
   d. Each landing should be on the balls of the feet with knees slightly bent to break the shock of landing
   e. Upper arms are close to the body.
2. Hold rope and let children jump over the rope from a standing still position.
3. Gently swing a rope and let children jump over the rope from a standing still position. The rope should touch the ground as they jump. The rope makes a small arc.
4. Swing rope on a larger arc and let children jump over the rope from a standing still position. The rope should touch the ground as they jump.
5. Hold rope in one hand at right side of body and turn rope with right hand. Rise on toes as the rope hits the ground. This is the first time the rope will go completely around.
6. Hold rope in one hand at right side of the body and turn rope with right hand. Count out the beats as the rope touches the ground. The rope will go completely around.
7. Hold rope in one hand at the right side of the body and turn the rope with the right hand, as rope hits the ground jump lightly, rise on toes as rope reaches the highest point. The rope will go completely around.

8. If the child is using a rope with handles, the hands are held at the sides with the wrists doing the turning. On all other rope skipping the handle as well as the wrists must do the work.

9. Encourage children on all jumps to work in a precision group of from two children to an entire class.

10. Basic two foot jump. Hold rope in regular manner with both hands. Rope is on the floor behind the skipper. Jump rope with both feet leaving the floor at the same time. Accent that we have two jumps, once when the rope is hitting the floor below the feet and a short jump when the rope is at its peak overhead. The second small jump is for balance. The child should continue in this manner until he feels he has mastered this basic jump.

Variations with single rope after the child has mastered the basic two foot jump.

Variation #1 - Different tempos of music.

1. Use double foot basic jump to schottische music.
2. Use double foot basic jump to polka music.
3. Use double foot basic jump to waltz music.
4. Use double foot basic jump with or without music for two children in unison.
5. Use double foot basic jump with or without music for four to six children in unison.
6. Use double foot basic jump with or without music for the entire class in unison.

Variation #2 - Rocking Horse.

1. Rocking horse jump with right foot out in front on the small jump. Double foot basic jump for main jump.
2. Rocking horse jump with left foot out in front on the small jump. Double foot basic jump for main jump.
3. Rocking horse jump with alternating right and left foot out in front. Double foot basic jump for main jump.
4. All this can be done to various tempos of music.
5. All this can be done as a precision drill for two or more or for entire group.
6. Encourage small groups to work together for precision skipping.

Variation #3 - Foot to the side.

1. Right foot out to right side on small jump.
   Double foot basic jump for main jump.
2. Left foot out to left side on small jump. Double foot basic jump for main jump.
3. Alternating right foot to right side and left foot to left side on small jump. Double foot basic jump on main jump.
4. All this can be done to various tempos of music.
5. All this can be done as a precision drill for two or more or for the entire group.
6. Encourage small groups to work together for precision skipping.

Variation #4 - Backward jump.

1. Holding rope in front of you, turn rope so that the children are jumping rope as the rope comes from behind.
2. Use basic two foot backward jump and incorporate variations #2, #3, and #4 in with the backward jump.
3. Encourage small groups of children to do the activity as precision groups.

Variation #5 - Cross rope in front.

1. Crossing rope in front. The hands cross in front as the rope is being brought forward. Use basic forward jump. The skipper jumps through the hoop made by the crossed hands. The right hand should be on top as the hands are crossed.
2. Same as above except that the left hand is on top as the hands are being crossed over.
3. Same as above except that you alternate the right and left hands as top hands as the hands are being brought forward.
4. Encourage small groups of children to do the activity as a precision group.

Variation #6 - Cross rope in back.

1. Crossing rope in back as the skipper is jumping backwards. The rope is crossed as the rope passes before the jumper and the jumper jumps through the hoop made by the crossed hands. The right hand is on top as the ropes are crossed.
2. Same as above except that the left hand is on top as the hands are being crossed over.
3. Same as above except that you alternate the right and left hand as the top hands while jumping backwards.
4. Encourage small groups of children to do the activity as a precision group.

Variation #7 - Straddle jump.

1. Cross legs to a straddle. You jump as legs are crossed and straddle legs on short jump, when rope is over head.
2. Jump to various tempos of music.
3. Jump as individuals, small group or entire class.
4. Encourage small groups of children to do the activity as a precision group.

Variation #8 - Single rope - two jumpers facing.

1. Two people facing each other, using basic double jump. One child turning the rope. Both children standing to begin jumping rope.
2. Use variations #1, #2, #3, #6.
3. One child turning rope forward, other child runs in while rope is turning and both jump rope.
4. One child turning, two jumping facing each other, one backs out, then comes in. The child who came in takes the rope and other child goes out.

Variation #9 - Turn right.

1. Using basic two foot jump, turn clockwise to the right.
2. Use variations #1, #2, #3, #6.
3. Encourage small groups to make this a precision number.

Variation #10 - Turn left.

1. Using basic two foot jump, turn counterclockwise (to the left) in two or four jumps.
2. Use variations #1, #2, #3, #6.
3. Encourage children to make this a precision number.

Variation #11 - Move forward.

1. Using basic two foot jump, and variations #1, #2, #3, #6 move forward.
2. This is a good precision number to do in a circle.

Variation #12 - Hot peppers.

1. Using basic two foot jump, have the rope go around twice while jumper is jumping once.
2. Have children attempt to have rope go around three times while jumper is jumping once.

Variation #13 - Two jumps facing same direction.

1. Two children standing side by side, outside hands each holding end of the rope.
2. Inside hands may be joined.
3. Use variations #1, #2, #3, #6.

Variations with long rope 12' - 16' long

Variation #1 - Preliminary work.

1. Two children learn to turn rope with a good arc forward, hit ground.
2. Two children learn to turn rope with a good arc backward, hit ground.
3. Children learn to count cadence while turning.
4. Skippers learn how to run in and out, running in one side and going out the other. Run against the turn.
5. Children run in, jump once, run out the other side.
6. Children run in, jump once, run out the same side.
7. Children learn how to run in and out when rope is coming down their side.
8. Children run in, jump once and run out while rope is coming down from their side.
9. Children run, jump once, and come out the same side while rope is coming down their same side.
10. Children run, jump a few times and run out while rope is coming in against them.
11. In lower grades, children should be encouraged to use the rhymes and activity rhymes while jumping. See "Teaching Physical Education in the Elementary School," Vannier and Foster, pp. 158-160.

Variation #2 - Single rope inside long rope turning.

1. Child runs in against a turning rope and jumps the turning long rope with her own single rope behind her.
2. After establishing the rhythm of the long rope, the child begins to jump the single rope.
3. The single rope shold be going in the same direction as the long rope.
4. Use as many variations as the child can work in.

ROPE SKIPPING

Any grade - excellent developmental activity for recreation or adapted physical education.

UNIT OBJECTIVES	INSTRUCTIONAL CONTENT
Develop agility, motor coordination, sense of rhythm and balance. Master simple rope skipping skills. Develop an appreciation and understanding of rope skipping activities to physical fitness. Develop endurance, stamina, cardiac reserve power, and strengthen skeletal muscles of legs and back. Develop coordinated hand and foot movements.	Selection and care of equipment Techniques and fundamentals of rope skipping Skipping fundamentals a. skipping without ropes b. repetitive skips c. skipping contest Jumping fundamentals a. jumping to response b. jumping to music c. consecutive spreads, forward and side d. leg flings, forward and side e. side jumps f. forward jumps g. criss cross jump Skipping with partners a. partner jump (short rope b. double jump (long rope) Toher variations a. routines b. jump on trampoline c. hula hoop d. hot peppers

ROPE SKIPPING

TEACHING SUGGESTIONS

Adequate floor space for each member of the class.

One short skipping rope for each individual.

A no. 9 sash cord is recommended. It should be long enough to go from armpit to armpit as the skipper stands on the center of the rope. For speed skipping, one or two knots in each end will shorten it enough for maximum performance.

INSTRUCTIONAL MATERIALS

Books:

Complete Book of Gymnastics - Newton C. Loken and Robert J. Willoughby, Prentice-Hall, 1959.

Gymnastics for Women - Blanche Jessen Drury and Andrea Bodo Schmid, National Press, Palo Alto, California, 1964.

Music:

Rhythmic Gymnastics -
"Balls and Ropes" - Volume I

Films:

"Rope Skipping" - IMC

EVALUATION

Skill performace test
  Self testing on skills
  Class or school competition on skill repetition
  Class or school competition on routines

Subjective observation by teacher

SHUFFLEBOARD

ORIGIN AND DEVELOPMENT

The exact founding date of the game of shuffleboard is not known, but it has been established that a similar game was played in England during the fifteenth century under the reign of King Henry IV. The game has been played under several names, including "shove groat," "slide groat," "shovelboard," and "shovel-penny," with "shovelboard" being the most common prior to adoption of the present name. The English brought the game on shipboard where it proved to be a very popular activity. Targets were painted on the deck floors and cues were used somewhat in the same manner that the present game of shuffleboard is played in the United States.

It is thought that the game was introduced into the United States around the middle of the nineteenth century. Some reports state that game was banned in the New England area during this period because of its connection with gamblers. The game was resumed in the late 1890's, but the participants consisted mainly of children. The game was introduced into Daytona, Florida, in 1913 and met with immediate approval. Many courts were installed, but because of an absence of standardized rules, courts were of varying lengths and widths, causing considerable difficulty when players moved from one location to another. In order to effect certain standards in courts and playing rules, the Florida State Shuffleboard Association was formed in 1928. In 1931 the National Shuffleboard Association was formed and began immediately to hold national tournaments, the winter event being conducted at St. Petersburg, Florida, and a summer meet at Traverse, Michigan.

It is estimated that there are over 3500 shuffleboard courts in the United States at the present time with more than three million participants using these courts. The sport is now a well-established recreational activity in our culture and will probably continue to grow as new facilities become available and additional persons are introduced to the game.

SAFETY PRECAUTIONS

Shuffleboard constitutes one of the safest games in our present list of recreational activities. Since no bodily contact is involved, or equipment used which in any way endangers partners or opponents, the game can be played with the assurance that accidents will be a rarity. Occasionally, playing surfaces may be slippery, but if proper precautions are taken in the selection of footwear and in drying any moist playing areas, this danger can be eliminated.

BASIC RULES

Scoring: The scoring area contains one 10-point area, two 8-point areas, two 7-point areas, and one 10-off area. To count, a disc must lie entirely within one of the scoring areas with no part of the disc touching any side line, except that the separation line in the 10-off area is not considered. A game may be considered on a 50-, 75-, or 100-point bases. Play continues until all discs have been shot, even if game point has been reached during the early part of a half round. If a tie score results at game point or over (in doubles), two additional rounds shall be played. If the score is still tied, play continues as outlined. In singles, one additional round shall be played to determine the winner in a tie game.

Penalties: From five to ten points shall be deducted from the score of players for certain infractions of playing rules. Five points shall be deducted for the following infractions:

1. All discs not in respective half of 10-off area when ready to shoot.
2. Discs not played from respective half of 10-off area (red played from right side, black from left).
3. Players not remaining seated when play is toward their end of the court.
4. Players stepping on or over baseline in making their shot.
5. Interfering in any way with opponent while he is making a shot.
6. Players touching live discs at any time.

Ten points shall be deducted for the following infractions:

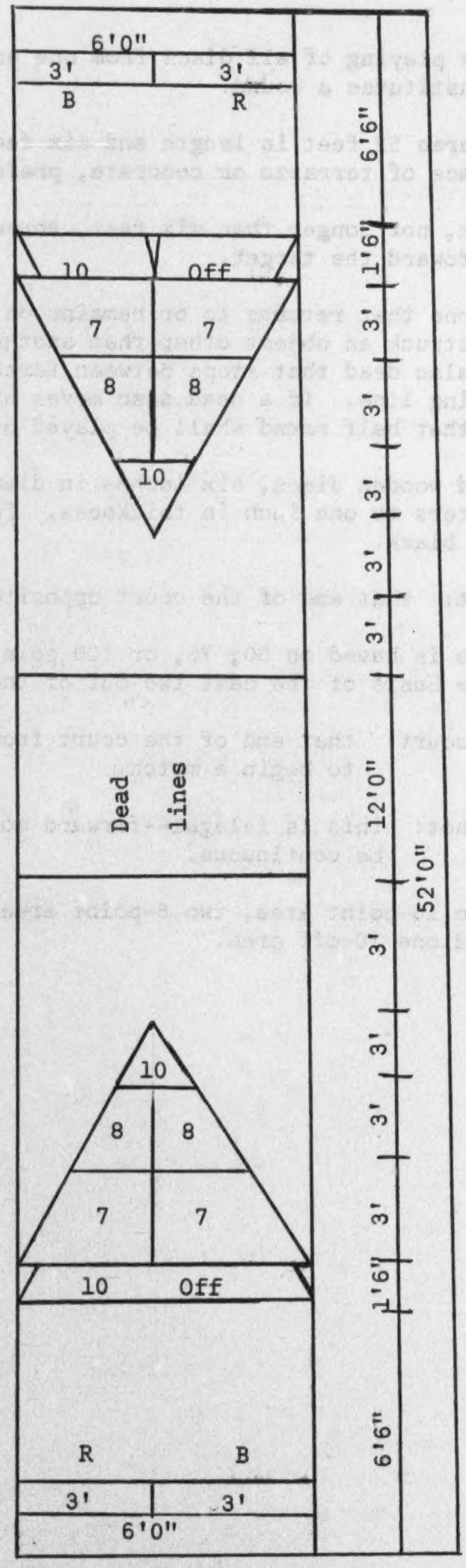
1. Player making hesitation or hook shot.
2. Player making remarks to disconcert opponent.
3. Making any remarks which may be construed as coaching a partner while making a play.
4. Player shooting before opponents disc has come to rest.

Playing rules: A disc returning or remaining on the court after having struck any object other than a live disc, shall be called a dead disc and shall be removed from the court before play is resumed. If a dead disc shall strike a live disc, that half round shall be replayed. A disc that stops in the area between farthest deadline and starting point shall be considered dead and removed from the court. Any disc that stops just beyond the farthest baseline shall be moved a distance at least eight inches from baseline. Any disc stopping more than half way over sidelines, or which rests or leans on the edge, shall be removed from the court.

Basic rules: Equipment shall consist of one cue for each player and two sets of discs, one set painted red and one black. Choice of discs is made by playing one disc to the farthest deadline, with player of the disc closest to it receiving his choice of colors. In starting a game, the owner of red disc shoots first, followed by black, then by red, alternating thus until all discs are shot. In singles play, after all discs are shot from Head of Court, the players walk to Foot of Court and, after tallying the score, continue play toward Head of Court with owner of black discs shooting first. In doubles, with two players at each end of the court, owners of red discs shoot first from Head and then Foot. Playing of all discs from one end of the court and back constitutes a round, so in doubles play the lead in starting to shoot changes after each round, while in singles play the lead changes after each half round.

COURT DIMENSIONS

R = Red
B = Black


6'0"
3'
3'
B
R
6'6"
1'6"
10
Off
7
7
3'
8
8
10
3'
3'
Dead
lines
3'
12'0"
52'0"
3'
3'
10
8
8
3'
7
7
3'
10
Off
1'6"
6'6"
R
B
3'
3'
6'0"

Suggest shortening up on dead space if sufficient floor space is not available.

TERMINOLOGY

1. A round: the playing of all discs from one end of court and back constitutes a round.

2. Court: the area 52 feet in length and six feet in width, with playing surface of terrazzo or concrete, preferably concrete.

3. Cue: a stick, not longer than six feet, three inches, used to propel discs toward the target.

4. Dead disc: one that returns to or remains on the court after having struck an object other than another live disc. Disc is also dead that stops between farthest deadline and starting line. If a dead disc moves or displaces a live disc, that half round shall be played over.

5. Discs: round wooden discs, six inches in diameter and from three-quarters to one inch in thickness. Four are colored red and four black.

6. Foot of court: that end of the court opposite the head.

7. Game: A game is based on 50, 75, or 100 points and match play shall be on the basis of the best two out of three games.

8. Head of the court: that end of the court from which play starts to begin a match.

9. Hesitation shot: this is illegal--forward motion of the disc must be continuous.

10. Scoring: one 10-point area, two 8-point areas, two 7-point areas, and one 10-off area.

SHUFFLEBOARD

Any grade - include with recreational activities and adapted physical education

UNIT OBJECTIVES	INSTRUCTIONAL CONTENT
Knowledge of origin, history, rules and scoring	Origin and development of game
Demonstrate the ability to perform skills of shuffleboard	Selection and care of equipment Basic Rules
Knowledge of disc placement in courts	Techniques and fundamentals--practice in propelling disc and in controlling path of disc
	Disc placement a. speed b. position and blocking
	Cue stroke a. long even follow through b. don't jab a disc

SHUFFLEBOARD

TEACHING SUGGESTIONS

Modifications

Make shots at a circle of 3', 4', 5', or 6' diameter from a distance of 20', 30', 40', or 50'. Person with most discs in circle wins.

Knock discs out of the above circle.

Wall lag from a distance of 20', 30', 40', or 50'. (Disc closest to the wall wins. Disc hitting wall is disqualified.)

Game can be played from a wheelchair or from a bench or chair.

INSTRUCTIONAL MATERIALS

Division of Girls' and Women's Sports (DGSW), Rule Books.

Sport Craft Official Rules

Physical Education Handbook, Seaton, Clayton, Leibee, Messersmith

EVALUATION

Written test on rules, history, and game strategy

Skill test on disc placement

ICE SKATING

ORIGIN AND DEVELOPMENT

The first skates were the bones of animals tied to the feet by leather bindings. Examples of these have been found in Sweden, Norway and other northern countries.

About 200 A.D. when iron came into general use, shaped pieces of metal were fixed into pieces of wood and they were bound to boots.

Skating parties and carnivals were held in the days of Queen Elizabeth I on the frozen River Thames.

The first book on skating was written by Robert Jones in about 1702 and some of it is extraordinarily up-to-date.

Skating was popular among women in the 16th century. Later on, it came to be regarded as scandalous and immodest, particularly in Germany. The reason is unknown. As late as 1851 a woman was stoned to death for daring to appear on ice in skates. By 1891, however, competitive skating was opened up to women.

There was an artificial ice rink in Manchester, England as far back as 1876. Others followed in Southport and London.

Racing or speed skating, as it was known, was popular in the 19th century. On February 1, 1879, the National Skating Association of Great Britain was formed. Figure skating was also promoted and guide lines were set up at this time for internation competition.

ICE SKATING

Any grade - include with recreational activities
(dependent upon availability of ice)

UNIT OBJECTIVES

Know origin and development

Demonstrate basic fundamentals and skills of skating.

Demonstrate balance, timing and rhythm in partner skating to music.

Appreciate proper etiquette and safety in group skating.

Understand and appreciate the carry over value of skating.

INSTRUCTIONAL CONTENT

Origin and development of recreational and competitive skating.

Care and selection of skates

Techniques and fundamentals of skating

Posture and balance
  a. standing with feet parallel and about 6 inches apart - both ankles upright and weight evenly distributed
  b. knees flexed, shoulders relaxed, head erect, pelvis forward over feet and back straight

Skating strokes
  a. baby steps: mark time movement with help of rail, hockey boards or chair
    - Balance first on one blade, then the other (the only ankle bending is forward)
  b. double sculling - forward
    (1) stand with knees straight, heels together and toes turned out to form a V, weight on inside edge of skates
    (2) bend knees and allow feet to slide diagonally forward then straighten knees and pull toes together again
    (3) as skates are about to touch, slide them parallel and glide before starting the next sculling movement

Pushing off
  a. place feet in a perfect "T", left foot behind the right and heel of the right ankle touching instep of left foot at a right angle

ICE SKATING

UNIT OBJECTIVES	INSTRUCTIONAL CONTENT
	b. keeping the right foot straight under your upright body, quickly straighten left knee and at the same time instantly shift entire body weight from left leg to right skate c. hold glide as long as you can in a straight line. Body remains perfectly erect and facing straight ahead, left leg fully extended behind and only 2 to 4 inches above the ice d. next push off with the left leg
	Forward stroking a. "T" position, push off on the right leg with forward lean of the whole body b. the free leg is extended straight behind - free toe turned out and pointing down until you are ready to stroke c. bring the free foot smoothly forward until it is parallel to and touching the skating foot, but not on the ice, knees flexed d. next transfer weight to the left leg and the outside edge of the left skate and push off at a 45° angle, with pushing (free) leg extended straight behind
	Stopping a. snow plow - turn both toes in, skid against both feet with firm ankles - keep the body upright with the knees well bent b. quick stop - to stop left, turn the whole body 1/4 turn left - bend knees and keep the ankles firm - as you skid against the feet, press the left arm and shoulder forward and right arm and shoulder backward

ICE SKATING

UNIT OBJECTIVES	INSTRUCTIONAL CONTENT
	Forward cross over a. bring the right foot forward, close past your left, cross it wide over in front into the inside of the curve and onto the inside edge of the blade b. right skate touches the ice parallel to the left skate and all body weight shifts onto the right leg c. the left leg slides neatly off the ice and extends, straight-kneed directly toward the outside of the circle, still in crossed under position d. glide several counts, then bring left skate around close behind the right for next stroke Skating backwards a. double sculling - same as forward, only in reverse b. backward cross over - same as forward, only in reverse

ICE SKATING

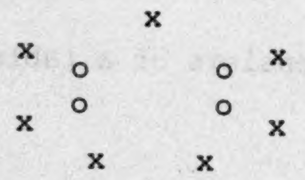
TEACHING SUGGESTIONS

Suggested drills

Skating in waves or abreast for straight ahead or backwards skating

x x x
x x x
x x x
x x x

Skating single file in circles for the cross over



Modified games - possible skating using a chair or similar object for support

Coeducational classes for partner skating

Use of music

Safety:

Caution regards thin ice on lakes and ponds.

Segregation of activities
- Free skating
- Hockey
- Lessons

Equipment:

Skates tubes
Proper dress

INSTRUCTIONAL MATERIALS

Books:

The Fun of Figure Skating - Vinson and Owen.

Skating for Beginners - Scott and Kirby.

The Girls' Book of Skating - Richardson.

Filmstrips:

Unit I - Fun, Speed, and Beauty
Unit II - "Alpha" Award Exercises
Unit III - "Beta" Award Exercises
Unit IV - "Gamma" Award Exercises

EVALUATION

Written test
- Origin and development
- Safety
- Basic strokes
- Etiquette
- Physical fitness values

Performance - test of basic strokes

TABLE TENNIS

ORIGIN AND DEVELOPMENT

Table tennis probably had its origin during the latter part of the nineteenth century. Because of its close similarity to tennis it is entirely possible that several people could have developed the idea of playing tennis on a smaller scale than that used in the parent game. The game has been called by several names, including indoor tennis, gossima, ping pong and table tennis. The name of "Ping Pong" was patented by the Parker Brothers, manufacturers of indoor play equipment in the United States. The game was introduced in the United States under the name of "Ping Pong" in 1900 and continued to spread in popularity until 1902. Considered a new-fangled fad by the fans, the game lost favor, and it did not become popular again until the late 1920's.

A dispute over the use of the term "Ping Pong" was instrumental in the adoption of the "Table Tennis" term in the 1930's. The English Table Tennis ASsociation was formed in 1923 and in 1926 an International Table Tennis Federation was organized. The game is now well past the fad stage and occupies an important place in modern recreational life.

Basic rules and playing techniques

The game may be played by two or four people. Equipment consists of a table equipped with a smooth playing surface, balls, and rackets.

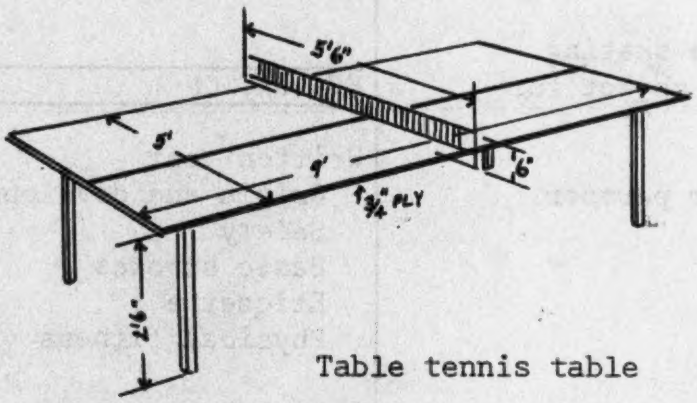


Table tennis table

STROKES. The two basic strokes used in table tennis are the forehand and the backhand. The tennis grip is used by a majority of players and is the recommended grip for beginners. In this grip, the bat is grasped with the thumb and forefinger on the blade, the other fingers around the handle.

The forehand stroke should be used when the ball approaches from the right, and the backhand when the ball approaches the player from the left (for right-handed players). On the forehand stroke the left shoulder should face the table while on the backhand the right shoulder is pointed toward the table. Variations in ball bounce, which cause the ball to veer sharply from a straight course, are caused by the "English," or spin effect, given the ball by paddle action. Moving the paddle from left to right as it contacts the ball will cause the ball to rotate and bounce in the opposite direction.

Singles game

PLAYING AREA. The table tennis table is nine feet long and five feet wide, with its horizontal surface 30 inches above the floor.

THE NET AND ITS SUPPORTS. The playing surface is divided by a net six inches high located in the center of the surface area and parallel to the end lines.

SCORING. The winner of a match shall be the player who first scores 21 points, unless both players have 20 points, in which case the winner must gain a two point lead in order to win. The choice of ends and service at the start of a game shall be decided by toss.

THE CHANGE OF ENDS AND SERVICE. A game is started with the server making five consecutive services. The receiver follows with five services, each player alternating in this fashion for the duration of the game, unless the score becomes 20-all, in which case the receiver shall make one serve, followed by the original server with one serve, then the receiver, and so on, until a winner is declared.

THE SERVICE. The service shall be delivered by releasing the ball, without imparting any spin upon release, and striking it with the paddle outside the boundary of the court near the server's end. The ball shall be struck so that it first drops into the server's court and then into the receiver's court by passing directly over or around the net.

A GOOD RETURN. A ball having been served shall be struck by the player so that it passes directly over or around the net and lands in opponent's court.

LET BALL. The served ball shall be a let if it touches the net or its supports, and later lands in receiver's court.

Either player shall lose a point:

1. If he fails to make a good service, unless a let is declared.
2. If a good service or a good return is made by his opponent and he fails to make a good return.
3. If racket, or any part of player or clothing, touches the net or its supports while the ball is in play.
4. If the player moves the table in any way while playing the ball.

TERMINOLOGY

Ace - A service which completely eludes the receiver.

"Ad" - Commonly used as a substitute for "advantage."

Advantage - Next point made after a deuce score. It is "advantage out" if the receiver wins it and "advantage in" if the server wins. The player wins the match who first wins a point after gaining "advantage."

"All" - Term used to denote an equal score, e.g., 20-all.

Backhand - Stroke frequently used by right-handed player when returning a ball hit to his left, in which the paddle is held so that the back of the hand faces the ball; the ball is usually hit with face of paddle opposite the side used in the forehand.

Backhand flip - A half-volley backhand, played as a topspin drive.

Backspin - Ball hit so that top of ball rotates toward stroker, bottom moving away.

Ball - Constructed of celluloid, hollow, 4 1/2 to 4 3/4 inches in circumference, weighing between 37 and 41 grains.

Block shot - A half-volley.

Chop - A stroke in which the lower part of the ball is hit with a downward stroke of the paddle, imparting backspin to the ball.

Dead ball - Ball is dead if a let is called, when it bounces twice on the table, or at the conclusion of a point or rally.

Deuce - When the score is even at 20-all. To win, a player must score two consecutive points.

Drop shot - A shot played so softly that it dies before opponent can reach it, or places him at a disadvantage if he does play it.

Finger spin - An illegal procedure whereby spin is imparted to the ball by the fingers in serving.

Forehand - A stroke or volley made in such a fashion that the palm is the leading part of the movement. Usually hit with the opposite face of the paddle than that used backhand. In this stroke the left foot is toward the table.

Game - Winner is player or players (in doubles) who first score 21 points, unless each has 20 points, in which case a deuce score results and the winner must score two consecutive points, such as 22-20, or 23-21.

Let - Means "play the point over" and occurs when the ball strikes the top of the net and falls into correct service court, also if a ball breaks or if a player is interfered with by an official or spectator.

Mixed doubles - Doubles game in which each team has one masculine and one feminine player.

Net - Table tennis net is of fine meshwork material, mounted 6 inches above the table and fastened to posts 3 to 6 inches outside of table, which makes the net 5 1/2 to 6 feet in length.

Push shot - Ball is struck with a pushing motion of the paddle near the top of the bounce so that no spin is placed on the ball.

Service court - In singles, the entire table area on the receiver's side, size 5 feet by 4 1/2 feet. In doubles, the table is divided by a center line so each service court is 4 1/2 feet by 2 1/2 feet.

Slice - A stroke in which the ball is stroked late so that it tends to spin in a direction away from the paddle.

Doubles game

The rules for singles shall apply to doubles play in all instances except those indicated below.

THE TABLE. A one-eighth-inch white line shall be drawn down the center of the table parallel to the side lines. This shall be called the service line.

A GOOD SERVICE. The service shall be delivered as previously provided and so that it touch first the server's right half court and then, passing directly over or round the net, touch the receiver's right half court.

THE CHOICE OF ORDER OF PLAY. The pair who has the right to serve the first five services in any game shall decide which partner shall do so, and the opposing pair shall then decide similarly which shall first be the receiver.

THE ORDER OF SERVICE. Each server shall serve for five points. At the end of each term of service, the one who was receiving becomes the server, and the partner of the previous server becomes the receiver. This sequence continues until the end of the game or the score of 20-all. At the score of 20-all, the sequence of serving and receiving shall continue uninterrupted except that each player shall serve only one point in turn, and the serve alternates after each point until the end of the game.

THE ORDER OF PLAY. The server shall first make a good service, the receiver shall then make a good return, the partner of the server shall then make a good return, the partner of the receiver shall then make a good return, and repeat.

Helpful hints

1. Master the fundamental strokes involved in the forehand and backhand strokes.
2. Develop your footwork and position play so that you are always ready to meet any situation.
3. Concentrate on accuracy - try to make every shot hit its mark.
4. Develop an ability to vary your game by using smashes, drop shots, lob shots, and so forth, in order to throw your opponent off stride.
5. Practice as often as possible and always try to choose an opponent who is better than you are.

TABLE TENNIS

Any grade - include with recreational activities and adapted physical education.

UNIT OBJECTIVES	INSTRUCTIONAL CONTENT
Know origin, rules, and scoring of the game of table tennis.	Explanation of origin, rules and terms of the game of table tennis Explain the playing surface and markings of the courts and table.
Be able to demonstrate basic skills and techniques with hand and eye coordination required in table tennis.	Selection of equipment and table. Explain the rules and terms used in the game of table tennis
Appreciate the value of table tennis as a worthy leisure time activity.	Scoring
	Techniques and fundamentals of table tennis
	Grips a. forehand b. backhand
	Serving a. fundamental b. timing parts
	Body balance a. footwork b. stance
	Stroke technique a. half volley b. forehand top spin c. backhand drive d. forehand chop e. backhand chop f. smash g. drop shot
	Play techniques a. serving techniques b. defensive play c. offensive play d. strategy of offensive and defensive play e. scoring
	Court positions a. serving b. offensive and defensive play c. strategy d. scoring and changing positions

TABLE TENNIS

TEACHING SUGGESTIONS

Beginners play without net.

Table tennis rotation so more players may participate.

Coeducational classes.

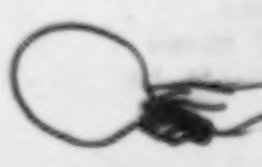
Modifications:

Use of subdominate hand against weaker opponent.

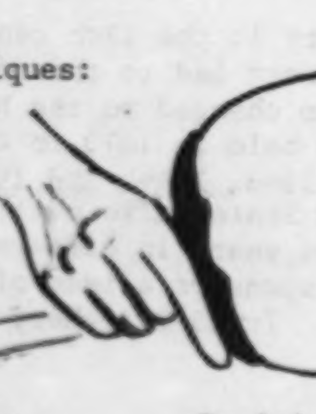
Play shorter game to 11.

Chinese Ping Pong - ball bounced on own court prior to going over the net.

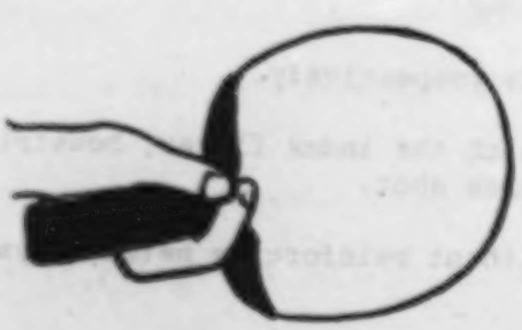
Grip techniques:



Position for forehand play.



Position for backhand play.



Penholder grip; not recommended in fast table tennis.

INSTRUCTIONAL MATERIALS

Books:

Teaching Guide for Junior and Senior High Schools, Los Angeles City Schools, SC-585.

Physical Education Handbook - Seaton.

Table Tennis Complete - J. Leach Barnes, 1960.

Filmstrip:

"Table Tennis" - Athletic Institute

EVALUTION

Written test on rules and scoring

Skill test on ball volley and serving

Test on tournament play

ARCHERY
(Life Time Sport)

ORIGIN AND DEVELOPMENT

The origin of archery is unknown, but evidence of its existence has been found on practically every continent and habitation of man. Archery, originally used for hunting, was changed into a weapon of war by the Egyptians to overthrow Persia, their conquerors, and wage war on other nations. The first Egyptian bow was from 4½ to 5 feet long. The arrows ranged from 24 to 32 inches long, and had tips made of flint, stone, bronze, or just pointed wood. It was found that increased bow length meant increased range, so the length was increased up to six feet.

In the 14th century, archery practice was compulsory in England, with the result that England had the best bowman in Europe. England was also the first country in Europe to mount their archers, which increased the shooting range. Genghus Khan, however, was the first war lord to use mounted archers. The successful use of English firearms in the invasion of England by the Spanish Armada in 1588 relegated the bow and arrow to a secondary place as a weapon of war. Its use decreased, and it was used for the last time in battle by the Chinese in 1960.

A small group of archers created the "Ancient Scorion Arrow" contest in England in 1673. Still being conducted, this is the oldest continuous archery tournament in existence. King Charles II of England fostered archery as a sport in 1776. Other nations also approved archery as a sport, and it flourished and expanded through the 17th, 18th and 19th centuries.

Archery was introduced into the United States as a sport in the 17th century, but had little following until 1879 when a revival of interest led to the formation of the National Association of Archery, which was later changed to the National Archery Association. The first archery tournament was held in 1879 in Chicago, and with the exception of the years 1917, 1918, 1942, 1943, 1944, and 1945 there has been a national tournament ever since. The United States also participated in the World Archery Tournament which is held every two years in different parts of the world. The National Archery Association sponsors a team of three men and three women to participate in this tournament. In 1972 Archery will be an activity added to the Olympics.

TERMINOLOGY

Addressing the target - The stance for target shooting.

American round - 30 arrows from 60, 50, and 40 yards respectively.

Anchor point - A definite point on one's face to which the index finger, bowstring or arrow nock is brought in drawing for each shot.

Arm guard - A leather or composition pad with or without reinforcing metal stays, worm on bow forearm for protection.

Arrow rest - A small projection at the top of the bow handle.

Back - The side of the bow away from the string.

Belly - The side of the bow nearest the string.

Bow arm - The arm which holds bow for shooting.

Bowsight - A device on the bow for aiming.

Brace - To string the bow.

Butt - A target built of bales of hay or straw.

Cast - The distance a bow can shoot.

Cock feather - The different colored feather which is setat right angles to the arrow nock.

Creeping - Letting the drawing hand move forward on the release.

Crest - The identifying marks just below the fletchings on the arrow.

End - The shooting of six arrows in succession.

Fletching - The shaped and cut feathers secured to the arrow to keep it on its course.

Handle - The grip at the mid-section of the bow.

Hen feathers - the two feathers that are at right angles to the nock.

Limbs - Upper and lower parts of the bow divided by the handle.

Loose - To release the bowstring after the draw.

Nock - The groove in the end of the arrow in which the string is placed.

Nocking point - The point on the string at which the arrow is placed.

Pyle - The pointed metal tips of the arrows.

Poin-of-aim - A mark used in sighting upon which the tip of the arrow is aimed.

Quiver - A receptacle for carrying or holding arrows.

Release - To let the arrow and string go.

Round - The term used for shooting a definite number of arrows at a definite distance.

Serving - The thread wrapped around the bowstring at the nocking point.

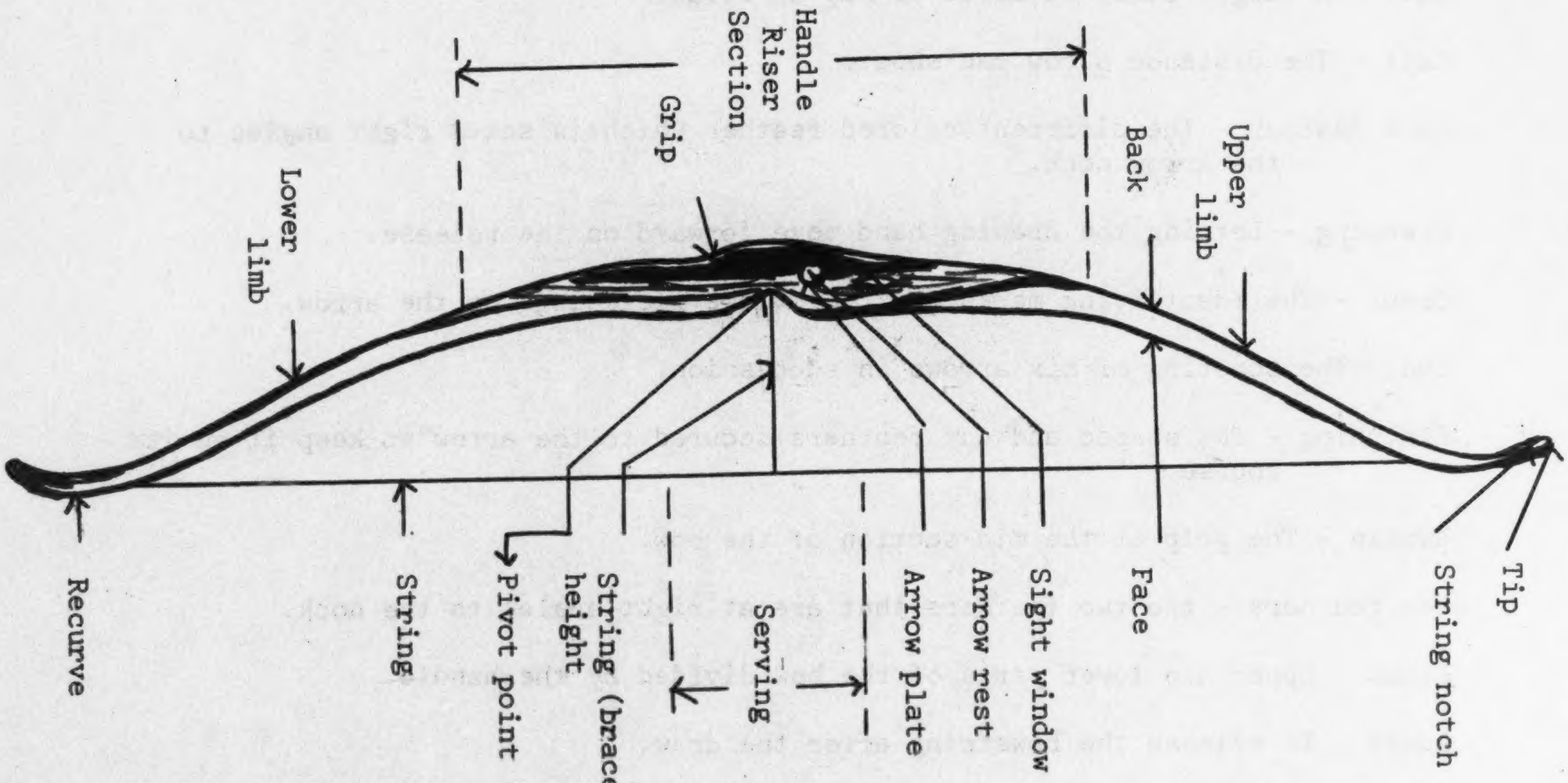
Shaft - The main part of the arrow.

Shooting line - The line which the shooters straddle when addressing the target.

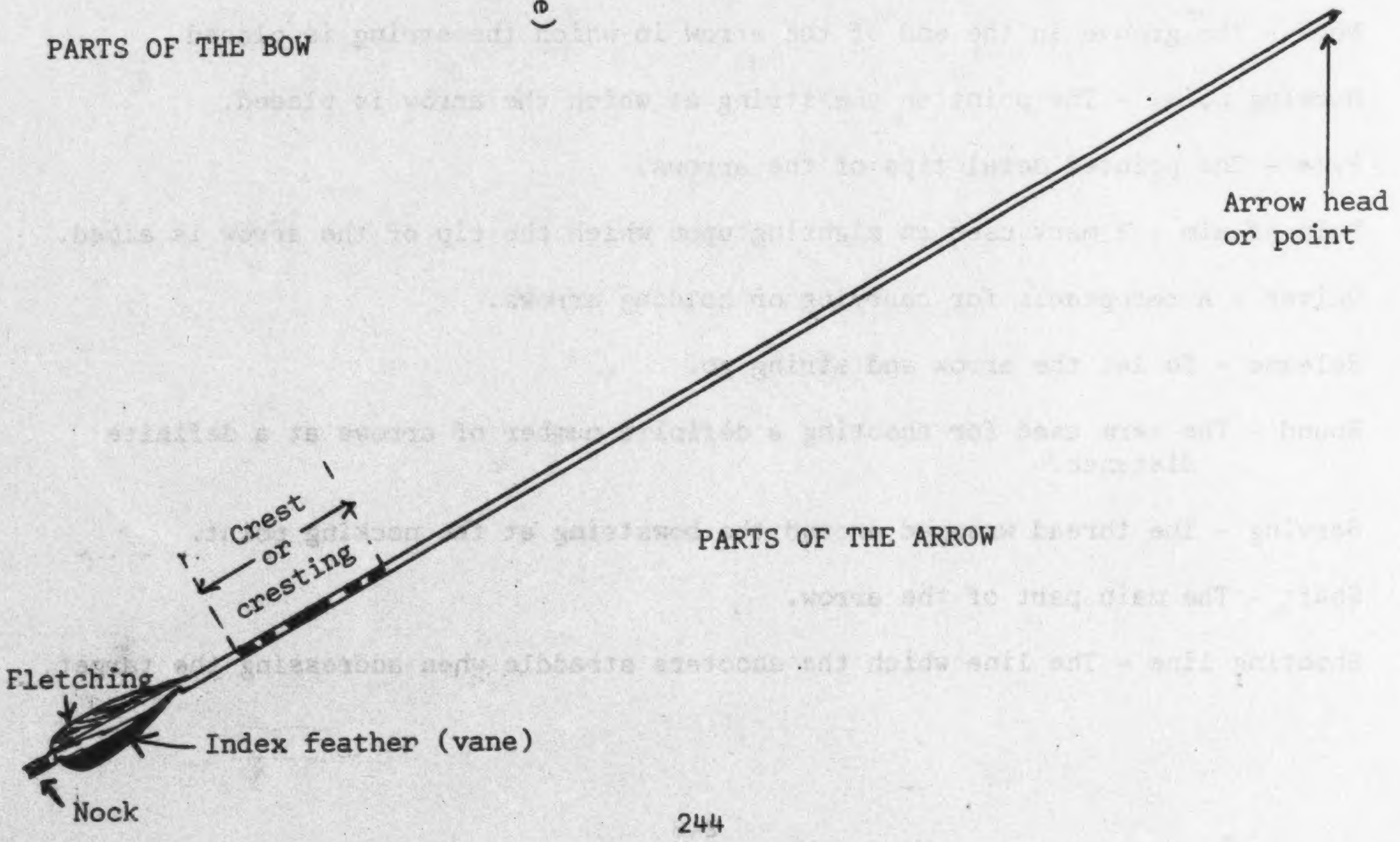
Spine - The characteristic of an arrow's strength and resiliency.

Tab - A flat piece of leather used on the hand to protect the fingers of the archer.

Weight - The total pull required to draw a bow the length of its arrow, measured in pounds; or actual weight of the arrow in grams.


Handle Riser Section
Grip
Lower limb
Upper limb
Back
Recurve
String
Pivot point
String (brace) height
Serving
Arrow plate
Arrow rest
Sight window
Face
String notch
Tip

PARTS OF THE BOW

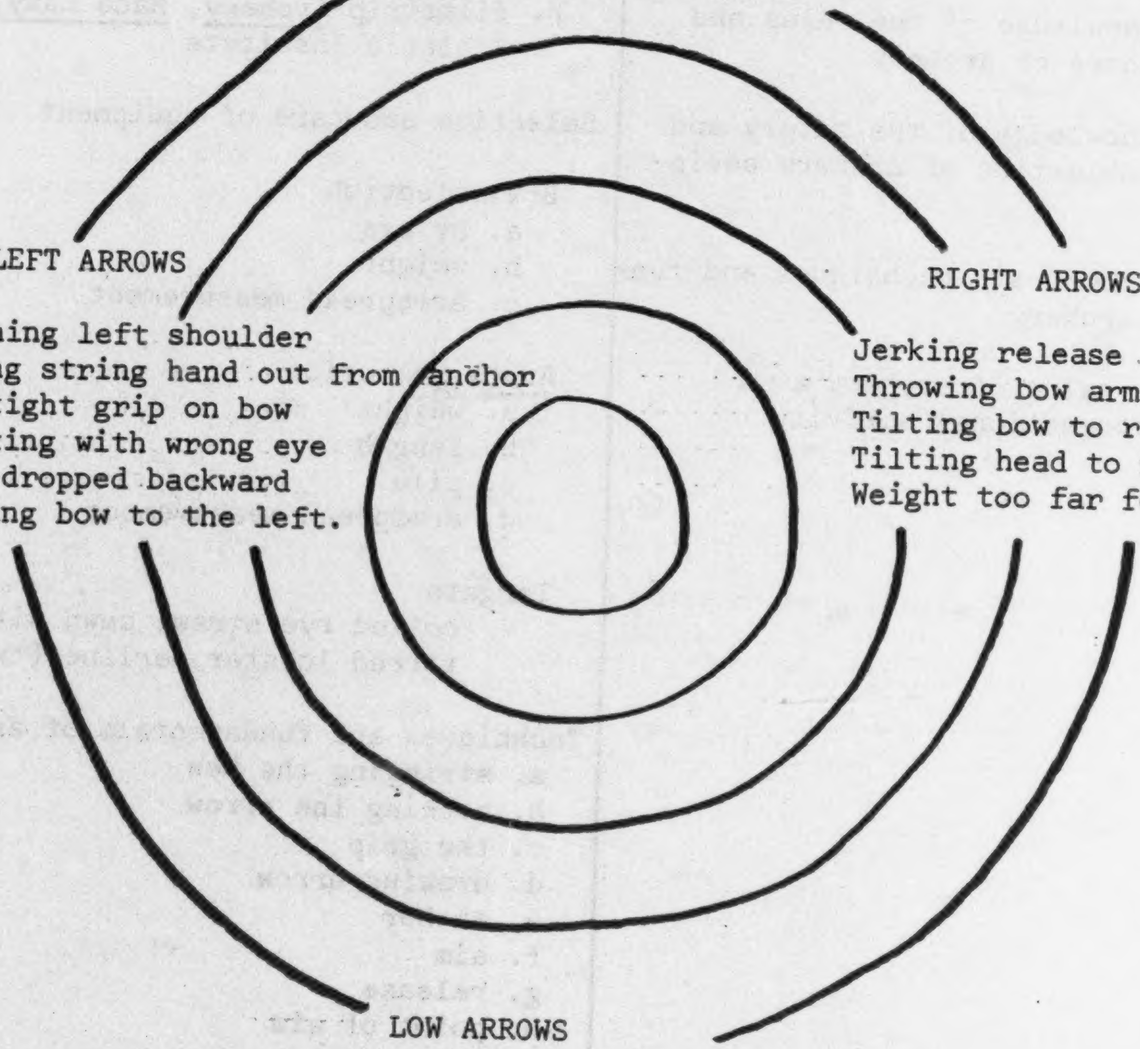

Arrow head or point
Crest or cresting
Fletching
Index feather (vane)
Nock

PARTS OF THE ARROW

ARCHERY FAULT SHEET

HIGH ARROWS

Point of aim too high
Opening mouth after anchoring
Peeking
Increase pull of string hand just before release
Leaning away from target
Lifting index finger of bow hand
Nocking arrow too low
Dropping elbow of string hand
Lifting bow arm on release.



LEFT ARROWS

Hunching left shoulder
Moving string hand out from anchor
Too tight grip on bow
Sighting with wrong eye
Head dropped backward
Tilting bow to the left.

RIGHT ARROWS

Jerking release
Throwing bow arm to the right
Tilting bow to right
Tilting head to right
Weight too far forward.

LOW ARROWS

Point of aim too low
Creeping on release
Not drawing bow all the way to anchor
Collapsing or dropping bow arm on release
Reaching forward to string with chin
Nocking too high
Anchor too high
Leaning toward target.

ARCHERY

Grade 9 10 Also, included at any grade in adapted physical education.
Weeks: 2 2

UNIT OBJECTIVES	INSTRUCTIONAL CONTENT
Know origin and development of the sport	Origin and development a. discussion and lecture b. filmstrip Archery, Made Easy, Athletic Institute
Demonstrate knowledge of the rules and scoring procedure of archery.	
Demonstrate knowledge of the safety and the care and selection of archery equipment	Selection and care of equipment
Be able to demonstrate techniques and fundamentals of archery	Bow selection a. by age b. weight c. armspread measurement
Recognize the value of archery as a hunting and recreational activity	Arrow selection a. weight b. length c. pile d. armspread measurement
	Targets - coiled rye straw, sewn with tarred lobster marline (twine)
	Techniques and fundamentals of archery a. stringing the bow b. nocking the arrow c. the grip d. drawing arrow e. anchor f. aim g. release h. point of aim

ARCHERY

TEACHING SUGGESTIONS

Provide a definite line for shooters.

Start up close to target 10-15 yards.

Use a signal for retrieving arrows and to begin to shoot.

Modifications:

Play archery golf, clout shooting and balloon shooting.

Safety:

Check equipment regularly for any possible defect.

Use extreme caution when retrieving arrows.

Never point an arrow (in a bow) at another person.

INSTRUCTIONAL MATERIALS

Books:

Archery Handbook - E. Burke, Arco, 1954.

The Complete Book of Archery - R. Cannon, McCann, 1964.

Here is Your Hobby: Archery - B. Roth, Putnam, 1962 Seaton, Clayton, Leibee, Messersmith.

Physical Education Handbook - Prentice-Hall, 1964.

Official Archery Rules - N.A.A.

Archery Instructor's Guide and Archery Handbook - Athletic Institute, Chicago.

Filmstrip:

"Archery Made Easy" - Athletic Institute

EVALUATION

Written test
  History
  Etiquette
  Rules

Performance test
  Techniques and fundamentals
  Form
  Record of scores in certain number of tries

ARCHERY

Suggested Modifications

RULE MODIFICATIONS

Limit distance to target
Limit number of arrows
Limit weight of bow (20-30 pounds)
Practice while sitting or leaning
Partner retreives arrows

MODIFIED GAMES AND SKILLS

Archery golf

BADMINTON
(Life Time Sport)

ORIGIN AND DEVELOPMENT

Badminton originated in India and was brought back to England by army officers. The term "badminton" was derived from the name of the Duke of Benfort's country estate, Badminton House, near the village of Badminton, England. His enthusiasm for the game of "Poona," as it was originalled called, stimulated widespread interest in the game that is now called badminton. Later, badminton was played in Canada; and, from there, came to the United States, where the first club was founded in 1878.

For many years, the game was only mildly popular in the United States. But, in 1929, a new wave of interest started. Now badminton is rapidly becoming one of our most popular sports. Tournaments in the United States are under control of the American Badminton Association.

TERMINOLOGY

Backhand - Any stroke made on the side of the body opposite the racket-side.

Bird - The shuttlecock.

Drive - A hard driven stroke which just clears the net and does not rise high enought for an opponent to smash.

Driven clear - A drive which goes to the back court, but not high enough for an opponent to kill.

Driven serve - The flight of a serve similar to a drive. Used best in the right-hand court to a right-hand player.

Clear - A high shot (or lob) which falls close to the back line.

Cross-court shot - A shot in which the bird crosses the net at a sharp diagonal, usually close to the net.

Drop - A shot made from back court which barely clears the net, dropping sharply. A smash or clear shot is usually faked.

Fault - Any infraction of the rules whose penalty is the loss of the serve or the point.

Forehand - Any stroke made on the racket-side of the body.

Hand-out - The loss of the serve.

Let - A bird which touches the top of the net but falls good.

Net flight - A shot in which the bird follows the net in a short flight.

Rally - A heated return of the bird several times, such as rallying for serve.

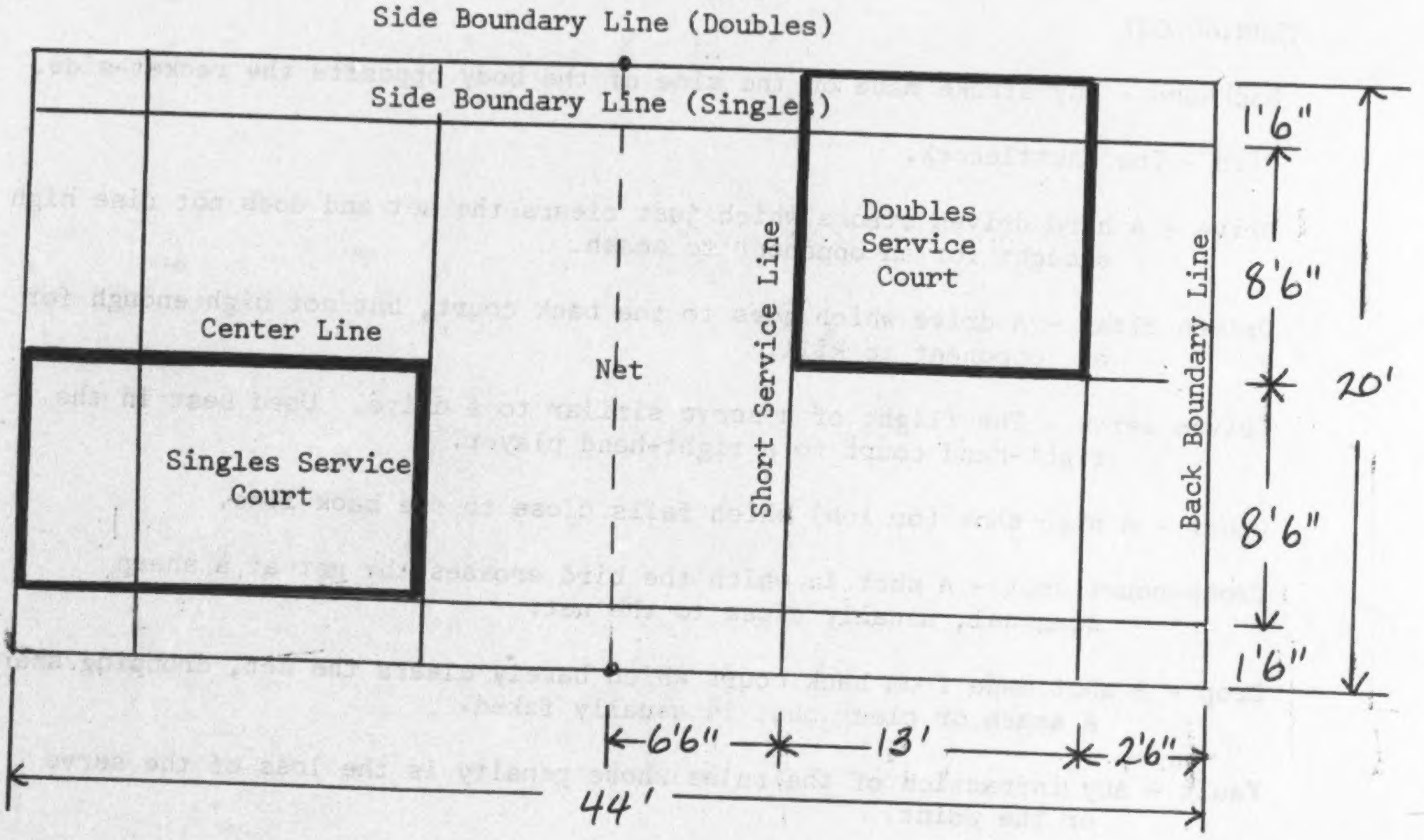
Receiver - The player to whom the bird is served.

Round the head stroke - A high stroke over the head to hit a bird on the offhand side.

Server - The player who puts the bird in play.

COURT DIMENSIONS

Net Height 5'1" at Post; 5'0" at Center


Side Boundary Line (Doubles)
Side Boundary Line (Singles)
Doubles Service Court
Center Line
Net
Short Service Line
Back Boundary Line
Singles Service Court
1'6"
8'6"
20'
8'6"
1'6"
6'6"
13'
2'6"
44'

BADMINTON

Grade 10 Also, included at any grade level with adapted physical education
Weeks 2

UNIT OBJECTIVES	INSTRUCTIONAL CONTENT
Know the origin, rules and etiquette of badminton. Know the strategy associated with badminton in both singles and doubles play. Master fundamental badminton strokes. Develop a desirable attitude toward a healthful carry over recreational sport.	Introduction on history, origin and development History Court layout Filmstrip - Athletic Institute Rules of the game Rules Terminology Etiquette Technique and fundamentals of badminton Grip and stroking a. forehand b. backhand c. wrist and forearm action Footwork a. active starting position b. weight transference c. lateral movement Basic strokes a. serve (1) short (2) long b. overhead c. forehand d. backhand Variation of basic strokes a. drive b. smash c. drop d. clear Doubles a. defensive formation b. front-back attack position c. rotation Singles (defense) a. high deep serve b. long clears c. court position

BADMINTON

UNIT OBJECTIVES	INSTRUCTIONAL CONTENT
	Shot placement a. back line shot b. alley passes c. net drop

BADMINTON

TEACHING SUGGESTIONS

Provide racket for each player or rotate rackets.

Teach grip and footwork in half circle formation.

Teach strokes without shuttles.

Drills against wall.

Modifications:

Rotation badminton so as to involve more participants.

Playing etiquette:

- If in doubt about the bird's landing always call it in favor of the opponents.
- Spin racket for the choosing of courts and service.
- One never "rides" his opponent in badminton.
- If there is any question of your fouling at the net, be sure to call it on yourself. Your opponent should be a good sport and disagree if there is some doubt in his mind.
- If there is any question about your throwing of a bird, be quick to call it a throw.

INSTRUCTIONAL MATERIALS

Books:

Winning Badminton - Kenneth R. Davidson, and Leland R. Gustavson, A. S. Barnes, New York, 1953.

Badminton Instructor's Guide - Kenneth R. Davidson and Lenore C. Smith, Chicago, Athletic Institute, 1952.

Badminton for All - J. F. Davlin, New York, Doubleday, 1937.

Filmstrip:

Badminton filmstrip - Athletic Institute.

EVALUATION

Written objective test on rules and terminology.

Objective skill tests on serving and returning.

Subjective teacher evaluation on mastery of basic movements.

Competitive tournaments.

BADMINTON

Suggested Modifications

RULE MODIFICATIONS

Limit playing time
Play doubles only
Decrease height of net
Play from sitting, standing or leaning position
Increase number of players and play position
Decrease distance of service
Other adaptations on an individual basis

MODIFIED GAMES AND SKILLS

With large groups, play and score as in volleyball (any number on a side and play positions)
Serve for accuracy
Featherball
Progressive Badminton
Aerial Darts
Paddle Badminton
Sponge Badminton

BOWLING

(Life Time Sport)

ORIGIN AND DEVELOPMENT

A form of bowling may have existed as far back as 7000 years. Archeological studies of ancient Egyptians provide us with evidence of a game similar to our modern game of bowling. Variations of the game of bowling were developed in Europe around 1000 to 1500 years ago, with alleys consisting of outdoor areas on open greens. The original bowls were spherical stones held in the open hand. The ninepin game developed in Germany was played by Martin Luther, who is also credited with having standardized the number of pins at nine.

The game was brought to America by the early settlers and became increasingly popular with the colonists. In 1840 the Knickerbocker Alleys were built in New York City. Gamblers began wagering on the outcome of matches and in 1841 the game was outlawed in Connecticut. In order to circumvent the law and continue the game of bowling a tenth pin was added. Tenpins soon became popular over the country but there was a wide variation in size of pins, length of alleys, and rules of play. The American Bowling Congress (ABC), organized in 1895, was given the task of establishing a standardized set of rules governing play, equipment, and tournament competition. The Women's International Bowling Congress was organized in 1916 and was followed soon afterwards by the American Junior Bowling Congress. In America it is estimated that over 30,000,000 persons engage in the sport with varying degrees of regularity.

TERMINOLOGY

Anchor - The person who shoots last on a team. An anchor is the symbol of hope.

Baby split - The 1-7 or 3-10 railroads.

Backup - A reverse hook. A backup rotates toward the right for a right-handed bowler.

Bed posts - The 7-10 railroad.

Blow - An error; missing a spare that is not a split.

Bucket - The 2-4-5-8 or 3-5-6-9 leaves.

Cherry - Chopping off the front pin on a spare.

Cross over - A ball that strikes in the 1-2 pocket.

Double - Two strikes in succession.

Dutchman - A score of 200 made by alternating strikes and spares for entire game

Error - Same as a "blow." Failure to make a spare that is not a split.

Foul - To touch or go beyond the foul line in delivering the ball.

Frame - The box in which scores are registered. There are ten frames to each game.

Gutter ball - A ball that drops into either gutter.

Handicap - Score adjustment awarded to individual or team based on averages.

Head pin - The number one pin.

High hit - Hitting the head pin full in the face of head-on.

Hook - A ball that breaks to the left for a right-handed bowler.

Lane - A bowling alley.

Light hit - Hitting the head pin lightly to the right or left side.

Line - A complete game as recorded on the score sheet.

Mark - Obtaining a strike or spare.

Open frame - A frame in which no mark is made; at least one pin remains standing after rolling both balls in a frame.

Pocket - Space between the head pin and pins on either side.

Sleeper - A hidden pin.

Spare - All pins knocked down on two balls.

Split - A leave after first ball has been thrown in which number one pin is down and an intervening pin is down between pins that remain standing. Indicated by 0 on score sheet.

Spot - A place on the alley at which a bowler aims.

Strike - All pins knocked down on the first ball.

Striking out - Obtaining three strikes in the last frame.

Tap - When a pin is left standing on an apparently perfect hit.

BOWLING

Grade: 10 Also, included at any grade level with adapted physical education
Weeks: 1

UNIT OBJECTIVES

Demonstrate knowledge of rules, scoring and etiquette related to bowling

Be able to demonstrate the the correct form in bowling

Appreciate the co-recreational and carry-over value of bowling

INSTRUCTIONAL CONTENT

Origin and development of bowling

Selection and care of equipment

Rules and strategy

Techniques and fundamentals of bowling
  Grip

  Stance

  Pendulum swing
    a. push ball straight out
    b. swing down
    c. swing back
    d. swing forward
    e. follow through

  Four step approach
    a. 1, 2, 3, slide
    b. combine with pendulum swing

  Determine proper approach distance from foul line

  Bowling technique
    a. straight ball
    b. curve
    c. hook

  Point of aim
    a. pin bowling
    b. spot bowling

BOWLING

TEACHING SUGGESTIONS

Use key phrases - such as, Ready - 1, 2, 3, slide

Practice motions in cadence

Make sure balls are released and not thrown

Teacher assistance for pendulum swing: Grasp the wrist of the student firmly with your left hand. Tell student to watch the middle of the lane about 16 feet out. Push the arm out and down into the backswing, then forward in a follow through

Safety:

Test approach to prevent sticking and falling

Proper removal of ball from retaining rack to prevent injury to fingers

Make sure pins are set before rolling ball

Use proper footwear

Do not stand behind individual who is bowling (accidental release of ball on backswing)

INSTRUCTIONAL MATERIALS

Books:

Guide to Bowling, National Bowling Congress

Gym - Bowl, Instructional Manual AAHPER and Life Time Sports

Individual and Dual Sports for Girls, Vannie Poindexter, W. B. Saunders Co., Philadelphia

Official ABC Bowling Guide, Milwaukee American Bowling Congress

School Bowling Program Manual, Minneapolis Women's Bowling Association

Film:

America Bowls, Brunswick - Balke - Callender Company, Chicago, Ill. (25 minutes, 16 mm, sound)

Better Bowling - How It's Done, (20 minutes, 16mm, color sound) Ebonite Company

Filmstrips:

Gym - Bowl,(filmstrips and records) 4 sound filmstrips

Beginning Bowling, (filmstrip and records) Athletic Institute, Chicago, Illinois

EVALUATION

Written Test:

- Written examination covering rules, scoring, etiquette, history, and game strategy.

BOWLING

TEACHING SUGGESTIONS	EVALUATION
Playing Courtesies:	Skill Performance Test:
Do not disturb a bowler who is on the approach and ready to bowl	a. Outside assignment - turn in score from one or more games at a bowling alley
Do not walk across in front of a bowler to secure your ball from the rack when the bowler is ready to bowl. Use one ball only--wait for its return.	b. Set up game situation (pins) Subjective Observation:
When bowlers on adjacent alleys are both ready to bowl, the one on the right should always be permitted to bowl first	- Subjective evaluation on form and skill development
Do not use a ball that is the personal property of some individual unless given permission to do so by the owner	
Be at your post ready to bowl when your turn comes	
After delivering the ball and noting the result, turn and walk back immediately to the rear of runway, being carful to stay in your approach lane	
Do not argue with the foul line judge over decisions even though you think an unjust call has been made against you	

BOWLING

Suggested Modifications

RULE MODIFICATIONS

Limit playing time
Substitute lighter and more easily controlled equipment
Decrease area of alley
Stationary bowling - eliminate steps
Other adaptations on an individual basis

MODIFIED GAMES AND SKILLS

Practice form with playground ball
Use lighter pins
Improvised Tenpins
Hit the Club
Wall Target
Basket Bowling
Knock 'Em Down
Goal Post Bowling
Bowl Spot Ball
Cross Country Bowl

GOLF
(Life Time Sport)

ORIGIN AND DEVELOPMENT

Golf as it is played today had its origin in Scotland in the early fourteenth century. In 1754, the first rules to govern the sport were established by a committee at the St. Andrew's Golf Club in Scotland. These were 13 in number and some remain in the rules of today's game. St. Andrew's has come to be the world shrine of golfdom. It is considered one of the most outstanding courses in the world today.

Golf came to the United States about 1885; however, it was probably played in Canada as early as 1873. John G. Reid, "Father of American Golf," first introduced it to his friends at Yonkers in 1888. Play took place in a cow pasture and the course consisted of six holes of from 150 to 250 yards in length. The first permanent course in the United States was established at the Shinnecock Hills Golf Course in Westchester County, New York.

The United States Golf Association was established in December 1894. Two annual championships were set up, one "open" and one for amateurs. Today they are the United States Open and the United States Amateur Golf Tournaments. Anyone is eligible for the Open, including professionals. But the Amateur is restricted to members of private or public clubs associated with the United States Golf Association.

A 1958 survey showed over 6,000 golf courses of nine or eighteen holes and nearly two-thirds of the courses were private. For many years, because of the need for club membership and the cost of equipment, golf was considered a rich man's game. This is not true today. Club memberships are now more easily available and the public courses charge a reasonable fee.

RELATED WARM-UP ACTIVITIES

GOLF EXERCISES:

Grip exercise. Holding onto the grip with the last three control fingers of the left hand, club extended, rotate clubhead counter-clockwise. Emphasizes correction for slice.

Single arm exercise. Swing club along extended plane using left arm and hand only. Repeat with right arm and hand. Swing with both arms and hands. Emphasizes both arms and hands working together as one unit.

Body and arm exercise with club. Hold club horizontally with clubhead pointing along intended line with arms outstretched. Maintaining a steady head position, wind up body and unwind. Emphasizes body coil and uncoil action.

Short swing exercise. Take a short hold on an iron club, holding clubhead three feet off floor. Swing goes no farther than wrist level on either end, but slightly bend right elbow on backswing. Stand erect, center with head, and bear down on arms on follow-through. Emphasizes development of strength in hands, wrists, and arms.

Figure eight drill. In a short swing, loop the club back outside the direction line, then loop it around to swing into the ball from inside the line of flight, swing from inside out and loop club over to a position in front of body and keep going. Emphasizes the correct feel of the swing.

Swinging action exercise. Swing a device that has a flexible shaft and is weighted at the end (i.e., stone in bag on end of string or rope; golf ball knotted in scarf or stocking). Emphasizes incorrect pushing, pressing, or jerking movements.

Pivot and swing balance exercise. Assume normal golf posture, eyes focused on the ball. Hold the club across the back of the shoulders. Maintaining head position, execute the pivot rhythmically pointing first one end and then the other end of the club toward the ground.

Body pivot and feel of the swing exercise. a. Hold club with regular golf grip out in front of the body so that the club shaft is parallel to the ground and perpendicular to the line of intended flight. Swing the club back and forth in a baseball swing fashion with club shaft maintaining parallel position to the ground. b. Swing a weighted clubhead or club with weight attached to club head.

Maintaining proper head position exercise. a. Assume normal golf posture, squarely facing the body's shadow and focus on the ball. Have a partner place a leaf or marker at center of the top edge of the head's shadow. Swing and have partner note any significant head movement and its nature (side to side, up and down). b. Same as "a" only the player focuses on the head's shadow and not on the ball, and notes any significant head movement.

Left side swing practice exercise. a. Swing club back to top of backswing, release right hand and swing through with only left arm. b. Same as "a" only release right hand as swing approaches hitting area (approximately past right hip for right-handed player). c. Swing club back and forth with left arm alone.

Note: While the game of golf does not demand a vigorous warm-up period, general loosening up exercises including stretching, bending, and twisting, prior to participation are recommended. In addition, the player is encouraged to take a few practice swings as well as putt on the practice green a few minutes before starting his game. Such practice and exercise should loosen up the golfer and result in a better performance.

ACTIVITY GUIDELINES

Advanced golfers will benefit from detailed breakdown of techniques whereas the beginner may find details a hinderance to learning. For him, emphasis is placed on grip, stance, and a fundamental swing with the individual's engaging in participation beginning with the first lesson.

Grip:

The importance of the grip in golf is basic to golf teaching. All the power generated by the swing is transmitted through the hands to the club. The only contact with the club is the hands. Stress should be placed on: (1) hand position; (2) "sensitivity" or "feel". The golf grip is not natural and therefore must be learned in order to serve its purpose which is to have the club face square to the ball at the moment (or point) of contact.

Stance:

The feet should be in a comfortable and balanced position. The two points of stress in stance are:

Balance: In order to maintain a firm contact with the ground, the student should exert a slight downward pressure on the inner borders of the feet with the weight pulled inside at the ankles.

Line of direction: Use taped lines and limed lines to indicate flight direction of the ball and its relationship to body position.

A square stance is employed for the beginner in golf. The body should be well balanced over the feet, and knees slightly flexed to permit a full swing.

Swing:

The third component of the golf instruction program is the swing. A good fundamental golf swing entails swinging the club back to a position where the clubhead can be brought down developing maximum clubhead speed through the ball with a natural follow-through directed toward target.

- The left arm is straight, thereby permitting greater range.
- Rotation of the hips and shoulders around the pivot point, causing inward transfer of weight.
- The turn of the left side of the body initiates the downswing.
- The momentum of the downswing accelerates the clubhead through the ball.
- The right elbow points toward the ground at the top of the backswing to prevent forcing the clubhead out of the swing groove or path.
- The uncoiling of the body transmits power to the downswing.
- The force is through and not at the ball and follows the line of the ball until after the arms are fully extended.
- The follow-through ends high with a straight left side.
- The head remains in a stationary position centered over the ball throughout the entire swing.

Putting:

Putting is an entirely different stroke and is taught separately from the golf swing.

- The head is centered over the ball.
- The clubface is square to the line of the putt throughout the stroke.
- A comfortable stance is assumed.
- The body remains as motionless as possible.

CLASS ORGANIZATION

Class organization will be determined by the equipment and facilities available and prevailing weather conditions.

For large groups, students may share equipment, preferably two students to one club; as one hits, the other analyzes form. Students can be divided into four groups after a set number of class periods in order to experience all elements of the game.

With reference to facilities, instruction can be given indoors in a gymnasium or large all-purpose room, indoor driving cages or nets for hard ball play or wrestling or apparatus rooms for putting. It is desirable to use outdoor facilities and regulation hard golf balls whenever possible and as the weather permits. This includes outdoor play fields, driving ranges, real putting greens, and a 9 or 18 hole course.

SUGGESTED DRILL ACTIVITIES

Drill formations:

Instructions and demonstrations:
Note: Size of groups may increase or decrease according to the teaching situation. Pupils should be grouped closely for demonstrations. For swing instruction, the teacher changes position to permit students to view swing from the front, side, and back.

x x
x x
x x
x x
x x
0
teacher

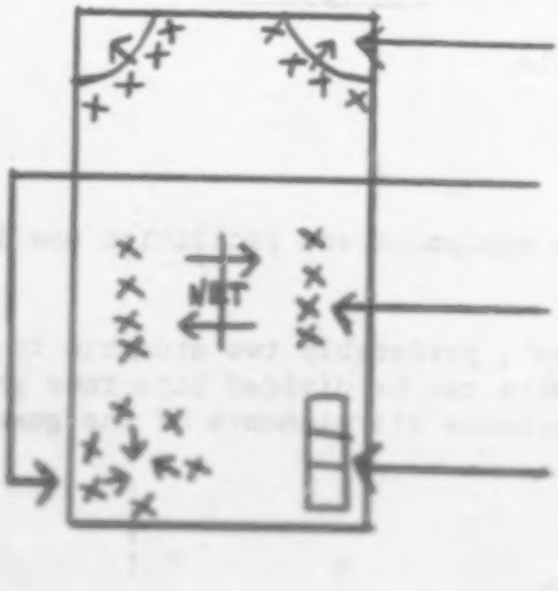
x x x x x x x x
x x x x x x x
0
teacher

Grip drill:

Students arranged in a semi-circle and well spaced as teacher explains and demonstrates natural grip. Check front and backsides of grip, the latter as students hold the club upright. Emphasize the hands together, the left thumb covered by the life-line of the right hand, the pressure points in the grip (the last three fingers of the left hand and the middle two fingers of the right), and a firm, but not tense, grip.

Additional grip drills: (a) Encourage the student continually to let go of the grip and then re-assume it. (b) Assign as "homework", practice holding onto other objects until the correct "feel" is established.

Formations in the gymnasium with soft balls and mats:



Full swing hitting at wall mats or canvas backdrops. Irons and/or woods.

Chipping into cans or wastebaskets.

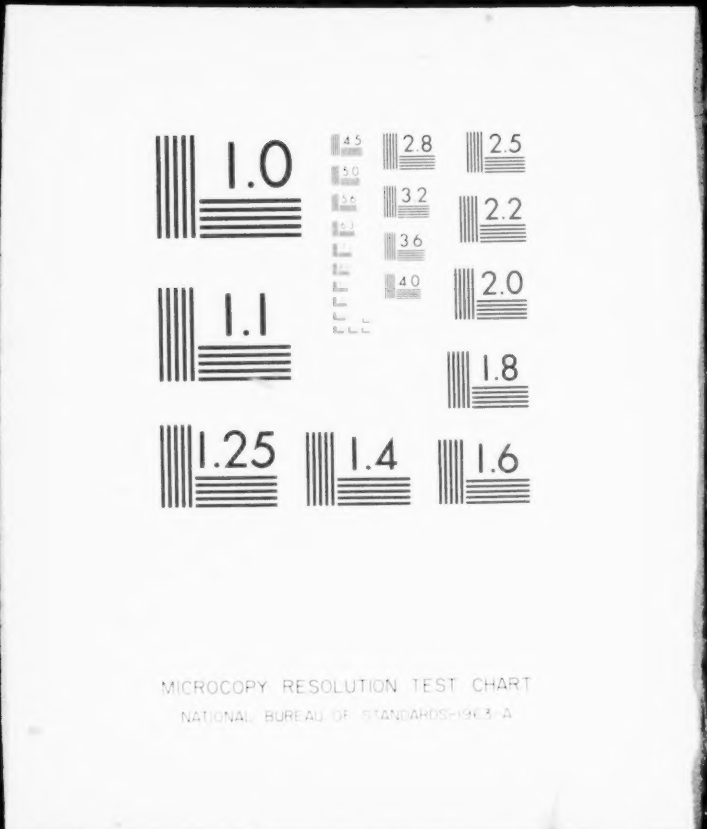
Use pitch shot back and forth over badminton nets with 1/2 to 3/4 swing.

Putting on tumbling mats. May putt lengthwise or across each mat. Hard balls are recommended.

5 OF 6

ED

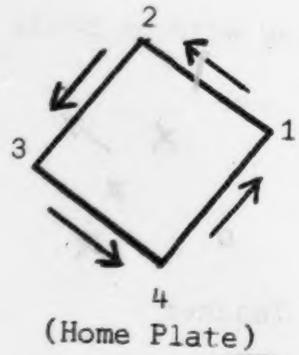
051152


1.0
1.1
1.25
1.4
1.6
1.8
2.0
2.2
2.5
2.8
3.2
3.6
4.0
4.5
5.0

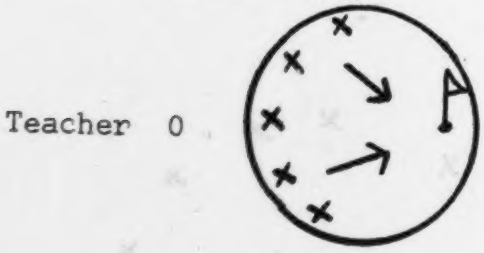
MICROCOPY RESOLUTION TEST CHART
NATIONAL BUREAU OF STANDARDS-1963-A

Outdoor formations:

a. Softball field using soft balls. Compact four hole course utilizing short game instruction. Simulate flag stick at each base.



b. Cut grass or short grass area is used for approaching and putting with hard balls. Lime used to mark circles and simulate flag stick. Retrieve balls on command. Left-handed persons at end of hitting line.



c. Athletic field, hard balls, full swing. Distance to target depends on desired shot. Partners and teacher behind hitting line. Retrieve balls on command. Left-handed persons at end of hitting line.

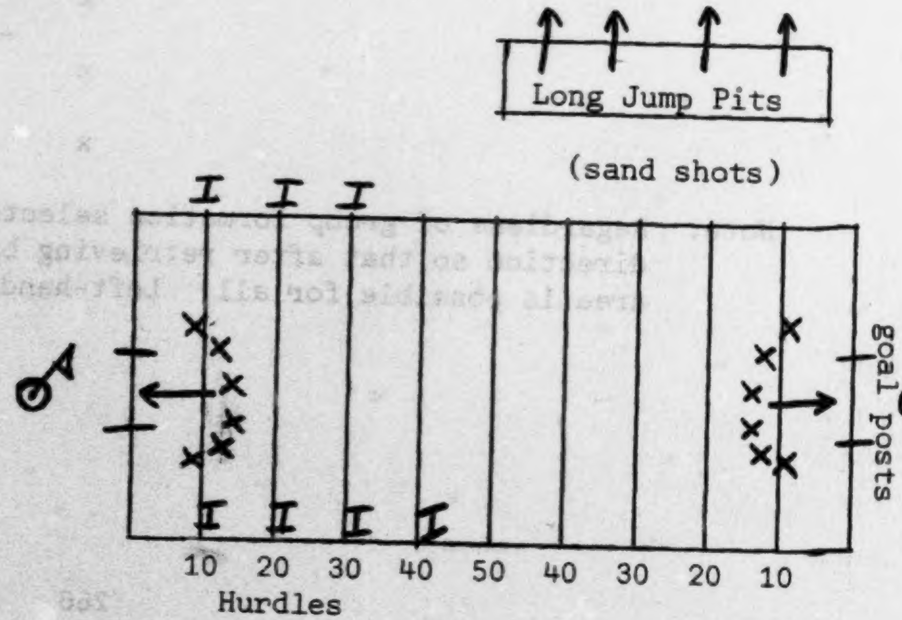
Teacher
0
x x x x x x x x x

d. Various hitting stations properly marked on a football or athletic field. Note: Approval of the athletic director is recommended before this facility is used

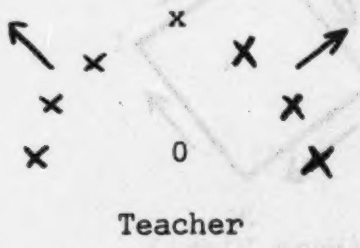
Students rotate on command and in a specified direction. Retrieve balls on command. Left-handed persons at the end of the line. The length of the field can be used for distance shots only; hitting from one end and increasing the distance of the targets desired.

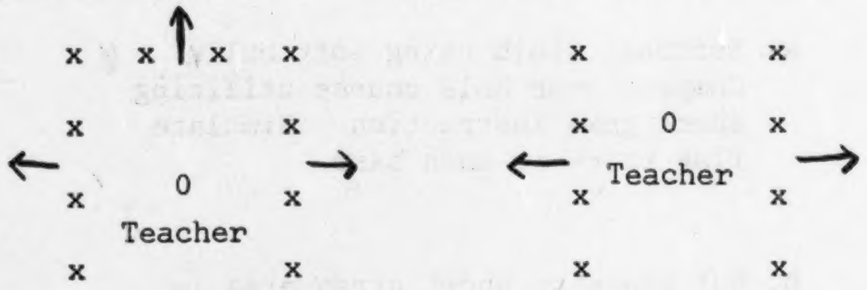
Track hurdles set up on either side of field at 10 yard intervals and used to estimate distance accuracy. Students increase distance as desired.

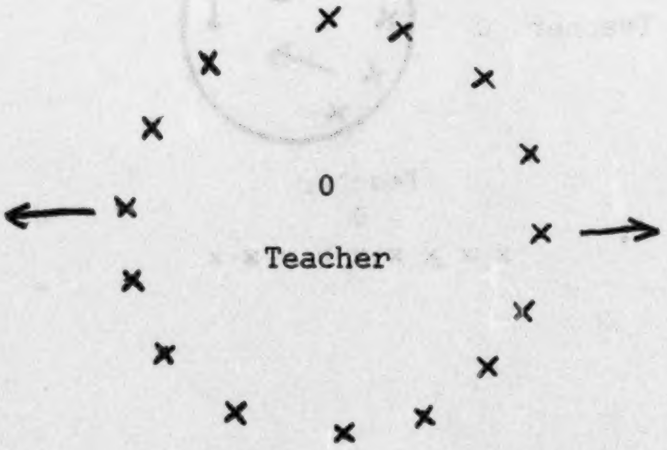
Practice hitting over goal posts. Target can be simulated on the other side. Use at opposite end of field, also.



e. Swinging without balls or with practice plastic or soft golf balls:

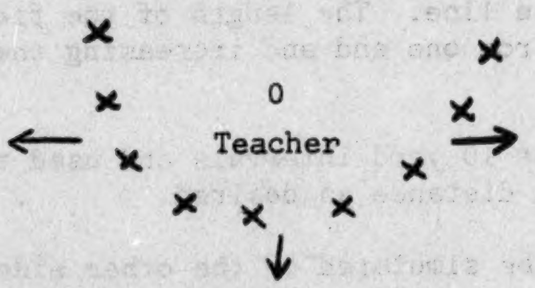


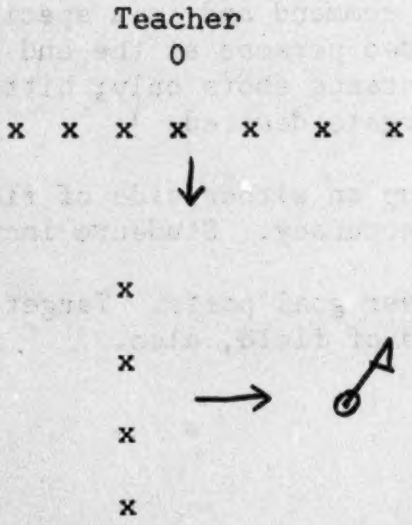

0
Teacher
0
Teacher

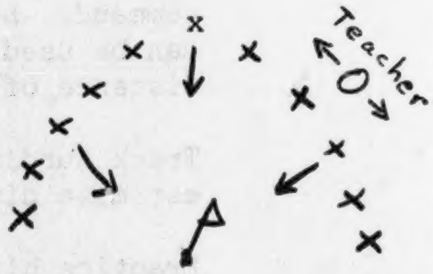


Note: Group pupils so that teacher can move to pupils safely and so that pupils have no nearby person in line with path of their swings (in event club slips from hands).

f. Full swing with hard golf balls:



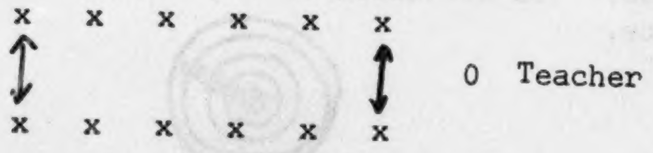


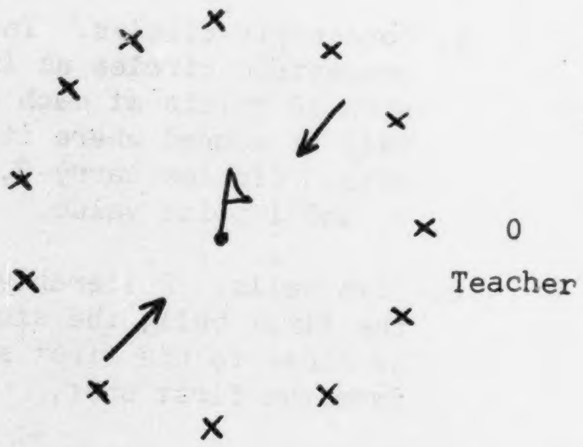


Note: Regardless of group formation selected, hit hard balls into similar general direction so that after retrieving balls, hitting back to the starting area is possible for all. Left-handed persons at end of hitting line.

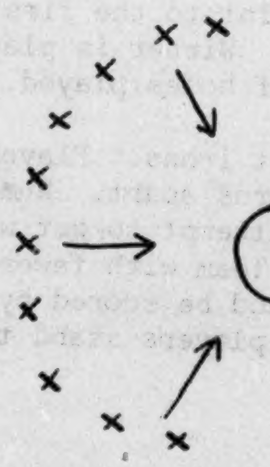
g. Short game practice for putting, chipping, pitch and run, and short pitch shots with hard golf balls:

Appropriate formations for putting and short approach shots. Radius of circle increases as stroke purposes require.

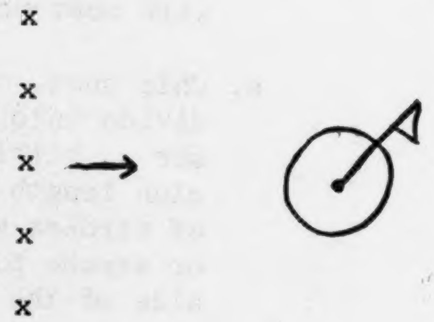




As stroke purposes increase distance needs, circular groupings are eliminated and similar direction-hitting formations are necessary.



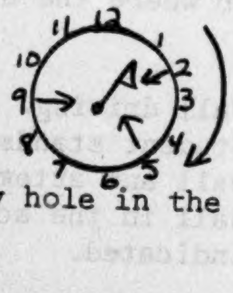
OR



MODIFICATION AND ADAPTATION

Games for putting:

a. Clock golf. Indoors or outdoors, putter, hard balls. One hole and twelve stations as on clock numbers. The objective is to putt from each station, working around the clock in the fewest number of putts. Students can begin at any station.



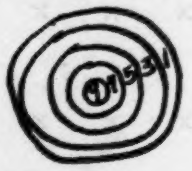
b. Carpet golf. The objective is for foursomes to play every hole in the fewest number of putts. Students can begin at any carpet.

c. Outdoor putting green. Similar to above. Student starts parallel to a given hole and putts to the next higher numbered hole. Continuous putting is recommended.

Games for approach shots:

a. Target golf. The objective is to get balls over the obstacles and into a basket target with a #9 iron using a set number of trials. Any number of students may hit to the target, depending on space and safety factors. Use semi-circle of line formations with hard or soft balls.

b. Concentric circles. Indoors or outdoors, soft of hard balls, #9 irons, and concentric circles as indicated. Use distances of 10, 20, and/or 30 yards with 10 trials at each distance. Ball is scored where it first hits. Circles carry 9, 7, 5, 3, and 1 point value.



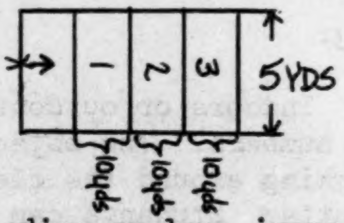
c. Five balls. Preferably outdoors, hard balls, #9 irons. After pitching the first ball, the student attempts to place balls #2, #3, #4, and #5 as close to his first shot as possible. Scoring is by distances away from the first shot.

d. Bingle, bangle, bongle. Outdoors on regulation green or indoors with a simulated green. Compete in two's, three's or four's, hitting one ball to each green. Score as follows: Bingle--1 point to the first player to reach the green; Banlge--1 point to player closest to the cup when all balls are on the green; and Bongle--1 point to the first player to putt out (continuous putting not recommended). Winner is player with most points at end of predetermined number of holes played.

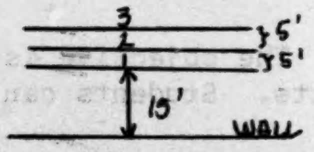
e. Chip shot. Preferably outdoors, hard balls, short irons. Players divide into teams with set of markers about 25 yards apart. Number players for hitting order. Players hit in order and attempt to get within a club length of second marker in fewest strokes. Team with fewest number of strokes wins. Each game may count as a hole and be scored by match or stroke play in two-team competition. Waiting players stand to the side of the markers and out of range.

Games for full swing.

a. Lane golf. Indoors with softballs, outdoors with hard balls, medium or long irons or woods, Distances are determined by type of club and ball used. One student hits at a time--5 balls--for the highest score. The score is where the soft ball lands or where the hard ball rolls.



b. Wall driving. Indoors with soft balls, medium or long irons, or woods. Student stands forty feet from wall and attempts to hit the wall in the scoring zone as indicated.



c. Hole in one. Outdoors, hard balls, club depends on distance of hole. Each student is given three well-marked balls on a short hole or an area with a flag marker. Students attempt to make a hole in one (one club's length from the hole) with the ball closest to the cup the winner.

d. Plastic ball golf course. Outdoors, soft balls, one club. Simulated 9-hole game, using golf rules, scorecards, etiquette, and hazards. Ball is considered holed out when one club's length away from the hole. Tees, holes, and students' balls should be clearly marked. Players may start at any hole. Note: Pieces of rope may be used to define shape for greens, sand traps, water hazards, out-of-bounds, etc. Additionally, wood blocks can be used as tee markers (numbered) and when the ball lands within the rope confines marking the green, two strokes are added to the score for putting. This is an excellent way to teach golf etiquette, rules, course parts and other golf terms, especially since getting on a regular golf course is generally not feasible for many school situations.

Novelty tournaments.

a. Flag tournament
b. Blind bogey
c. Scotch foursome
d. Ringer tournament
e. Best ball
f. Odd holes or even holes

EVALUATION

Evaluation of beginning golfers consists primarily of two parts: skills and knowledge. It is important to the teacher not to expect as much progression as would be expected in other skills.

Knowledge tests should be based on a complete understanding of the game of golf. Objective tests lend themselves well to this situtaion. Rules, etiquette and essential elements of the mechanics of the swing should be covered.

Skills evaluation should be based on both objective and subjective measurement. Putting can be evaluated by having students putt to a hole. The score will indicate ability. Chipping and pitching can be maesured by hitting to a concentric circle counting the scores where the ball hits or stops.

Skills evaluation:

1. Selected skill drills and/or novelty events included in this unit may be employed in skill testing when applicable.

2. Performance testing is recommended whenever possible. The actual playing of a number of rounds of golf might include the following: 9 or 18 hole regulation course, pitch and putt, and a miniature course with either a hard or soft ball. In addition to score, player can analyze each shot hole by hole on a mimeographed sheet.

3. Suggested areas of evaluation are:

   a. Full swing for distance outside or against a wall inside, including rebound.
   b. Pitching for distance and accuracy. Use of an obstacle to insure loft and concentric icrcles on a green or simulated area. If outdoors, ball is scored where it rolls; if indoors, ball is scored where it first hits the floor.
   c. Chipping for accuracy. Use of a low obstacle to insure some

loft and concentric circles on a green or simulated area. Preferably done outside and ball is scored where it rolls.

d. Putting for accuracy. Preferably outside on a regulation green or indoors on carpeting or mats. Use hard balls and score more for balls going past the hole or only for balls in the hole.

4. Tournament results.

5. An indoor battery of tests is recommended that test the full swing, approaching, and putting.[1] Although not statistically significant as a battery, the tests are of value as motivations, for diagnostic purposes, or for grading.

Rating devices:

1. A rating form devised by the teacher and covering the following check points: grip, stance, address, body and club alignment and swing execution.

2. A suggested rating form is:[2]

Golf Analysis Chart

Stance
weight balanced ___
knees relaxed ___
feet positioned ___
Grip
V's of both hands ___
two knuckles visible ___
thumb positions ___
finger grip ___
right palm over left thumb ___
firm--not tight ___
Back swing
clubhead along ground ___
left arm straight ___
head steady ___
base stable ___
club parallel at top ___

Contact
uncoil
weight distribution ___
eyes focused on ball ___
force exerted down and through ___
solid hit ___
Follow-through
clubhead follows ball ___
right shoulder lifts
head ___
weight shift ___
firm left side ___
belt buckle at hole ___

Total swing:
Relaxed ________ Synchronized ________ Rhythmical ________ Smooth ________
Choppy ________ Jerky ________ Tense ________ Unbalanced ________

Note: It would be impossible for an observer to notice all the above items during one swing; however, these items are intended to aid in focusing the attention of the observer on specific parts of the swing during repeated observations. An appraisal of the total swing can be given by checking as many items as necessary.

---

[1] Cochrane, June: *The Construction of an Indoor Golf Skills Test as a Measure of Golfing Ability*, Master's Thesis, University of Minnesota, Minneapolis, Minnesota, 1960.

[2] Bruce and Davies, *Beginning Golf*, Belmont, California: Wadsworth Publishing Company, Inc., 1962, p. 55.

Knowledge evaluation:

A written test covering fundamentals, club selection in various situations, application of rules, etiquette, safety, scoring, types of play, topography, and the purchase and care of equipment.

GOLF

Grade: 9, 10 Also, included at any grade level with adapted physical education
Weeks: 2 2

UNIT OBJECTIVES

Demonstrate knowledge of rules, etiquette and scoring.

Demonstrate knowledge of equipment, such as the differences in basic clubs and their uses.

Attain the basic skills used in golf.

Realize the carry over value of golf for worthwhile use of leisure time.

Recognize the value of golf to the handicapped and aged persons.

Know exercises relative to golf fundamentals.

Know kinds of clubs and their distance.

INSTRUCTIONAL CONTENT (and Activities)

Origin and development

Selection and care of equipment

Rules and strategy

Technique and fundamentals of golf

Grip
- a. natural and/or
- b. ten fingered

Stance
- a. square
- b. closed
- c. open

Address

Approach shots
- a. chip
- b. pitch and run
- c. pitch

Irons
- a. medium
- b. long

Woods
- a. fairway
- b. drive

Putting
- a. grip
  reverse - overlap recommended
- b. stroke

GOLF

TEACHING SUGGESTIONS

Semi circle class arrangement

Grip Drill

Indoor formations
- a. mat use
- b. badminton net use
- c. waste baskets
- d. use indoor balls

Outdoor formations
- a. softball diamond for 4 hole course
- b. short grass for putting and pitching purposes
- c. athletic field for distance practice
- d. use of jumping pits for sand traps
- e. hitting over goal posts

Safety

Class safety factors
- a. location of others when swinging
- b. proper spacing of students
- c. placement of left handers
- d. care while ball retrieving
- e. damaged equipment reported immediately

Safety on the course
- a. golf etiquette
- b. knowledge of hitting area is clear and safe

Modifications

Games
- a. clock golf
- b. carpet ball
- c. ringer tournament
- d. target golf
- e. concentric circles
- f. five balls
- g. blind bogy tournament

INSTRUCTIONAL MATERIALS

Books

A Round of Golf: T. Armour

Golf Illustrated: P. Berg

Golf: O. Dypwick

Compack Golf: D. Sander

How to Coach and Play Champion Golf
D. William

Films

Building Your Swing (Unit 2)

Filmstrips

National Golf Foundation, Slide Films

EVALUATION

Written tests:

- knowledge test on rules, etiquette and scoring
- knowledge and recognition of clubs and other basic equipment

Skill performance tests

- a. chipping for accuracy
- b. putting
- c. full swing for distance

GOLF

Suggested Modifications

RULE MODIFICATIONS

Limit playing time or number of holes
Decrease size of pitching and putting area
Limit player to putting game only
Other adaptations on an individual basis

MODIFIED GAMES AND SKILLS

Clock Golf
Goofy Golf
Croquet Golf
Marble Golf
Hockey Golf

TENNIS
(Life Time Sport)

ORIGIN AND DEVELOPMENT

The most widely accepted theory is that tennis derives from the game of handball. Handball moved from Ireland to England and Scotland, but did not take hold in either of these countries. The French adopted the game of handball but soon discovered, as did the others, that it was very hard on the hands, so they began to devise methods of protecting the hands by wrapping them with cords, wearing gloves, and eventually using a paddle.

In 1873, Major Walter Clopton Wingfield, a student of court tennis, introduced tennis, which, as we know it today, is officially called lawn tennis. The game was first intended to be played on a lawn, but today, it is most often played on clay, asphalt, or cement. However, the annual United States Lawn Tennis Association singles championship matches are played on grass at the West Side Tennis Club located at Forest Hills, Long Island, New OYork. The terms "grass," "hard," "clay," and "indoor" are used to designate all tournaments sanctioned by the USLTA. The International Lawn Tennis Federation (ILTF) controls the game internationally in that the association determines and enforces the rules in order that the game is played uniformly in the several countries.

A British officer who had observed the game introduced it in Bermuda. Miss Mary Outerbridge, who was vacationing in Bermuda from her home in Staten Island, New York, was attracted to the game. She is credited with first introducing it in the United States in 1874. In 1881, E. H. Outerbridge, the older brother of Mary Outerbridge, called a meeting of the tennis leaders of that day, who organized themselves into the United States Lawn Tennis Association, which is still the governing body of amateur tennis today.

The first National Lawn Tennis Tournament Championship was played in 1881. Other well-known amateur tennis Tournaments are the Wimbledon Tournament in England, the winners of which are considered the world's champions; the Davis Cup Championship, which is sought by men's teams from various countries of the world; and the Wightman Cup Competition, which is composed of women's teams representing the United States and England. International tennis team competition for women players representing as many as 16 nations was inaugurated by the ILTF in 1963 - each team consisting of three players. Two singles and one doubles match are played, with the winners determined on a two-out-of-three basis.

TERMINOLOGY

Ace - A serve which eludes the receiver.

Ad - A common abreviation for "advantage."

Approach shot - A shot used to return a short ball deep to the opponent's weakness after which a player moves to the forward volley position.

Backspin - The opposite of topspin.

Bye - A term used to denote the fact that a player does not have to play a match in the first round of a tournament and advances automatically to the second round.

Baseline - The end boundaries of the court.

Choke - To hold the racket a point nearer its striking surface, shortening the grip.

Continental grip - A forehand grip with the V formed by the thumb joing the hand 45° to the left of the position in the eastern grip.

Duece - An even score.

Easter grip - A forehand grip with the V formed by the thumb joining the hand over the plane of the handle, which is a continuation of the frame.

Fault - Usually denoting a service failure.

Foot-fault - A violation regarding the delivery of service rule.

Handicap - An attempt to equalize competition between opponents unequal in ability.

ILTF - International Lawn Tennis Federation.

Let - A served ball which strikes the top of the net and falls into the proper service court. (The point is re-played.) Also any point which is re-playable due to distraction of player, interference with play, etc.

Lob - To stroke a ball into a high arc.

Love - No score.

Match - Two out of three or three out of five sets.

Rally - Is a prolonged exchange of strokes.

Seeding - The placing of tournament players in certain brackets positions so that they do not meet until late round matches.

Set - The first player to win six games wins a set, provided he is at least two games ahead of his opponent (6-3, 6-4, 7-5, 8-6, etc).

Smash - A stroke used to return a lob, similar to that used for service.

Stroke - The act of striking the ball with the racket.

Topspin - When the ball spins forward in the direction of its flight.

USLTA - United States Lawn Tennis Association.

Volley - A stroke used to return a ball before it has bounced. It is usually made when a player is playing the net position in the forecourt.

Western grip - Holding the racket at right angles to the eastern grip plane.

STRATEGY

1. Keep your eye on the ball at all times.
2. Accuracy before speed.
3. Give your opponent due credit win or lose.
4. Play to your opponent's weaknesses.
5. Give opponent credit for a well-placed shot.
6. Always give the server's score first.
7. Keep weight on the balls of both feet.
8. Notice how your opponent strokes the ball.
9. Turn the body sideways to the net on all ground strokes.
10. When stroking the ball, avoid stiff leg action by keeping the knees slightly flexed.

PLAYING COURTESIES

Wait until the players in the next court finish playing their volley before asking them to return your ball.

Roll the ball when returning it to the neighbor court.

Do not play with a loose ball lying on the court, it is an easy way to turn an ankle.

Wait until your neighbor has finished his serve before crosing his court.

SCORING

Points in tennis are called Love, 15, 30, 40, Deuce, Advantage, and Game.

Server	Receiver	Score is:
1 point	0 points	15-love
2 points	0 "	30-love
3 "	0 "	40-love
3 "	1 "	40-15
3 "	2 "	40-30
3 "	3 "	Deuce
4 "	3 "	Advantage - Server
5 "	3 "	Game for server

In scoring, the player who first wins six games wins a "set," unless both players have won five games, then it takes an advantage of two games to win, so the score could be 7-5, or 8-6, or 9-7, and so on.

In scoring the "match," the player first winning two sets is generally declared the winner. In official tennis matches, the winner of three sets is declared the winner of the men's match, while in the women's game the winner of two sets is declared the winner of the match.

SKILL TECHNIQUES

The Grip

Forehand:

Shake hands with racket.
Point of V slightly to the left of the mid-line of the flat edge of handle facing you.
Thumb around the handle and against the big finger.
First finger spread slightly from the others.
Palm of hand facing the net.

Backhand:

Turn hand about ¼ of a turn to the left, or counter-clockwise.
Palm of hand facing the ground.
Knuckles facing the net.
Point of V on mid-line of left edge.

The Ground Strokes

The Stance:

Face the net.
Stand as you would if you were an infielder in baseball, waiting for the ball to be hit to you.
Hold the racket in front of your body, resting the racket-throat in your right hand (gripping the racket) about even with your chest.
Turn from a baseball fielder's position to a baseball batter's position.
Stand sideways.
Face the sideline.
Pivot on the right foot.
Swing the left foot forward.

The Backswing:

Take the left hand off the racket-throat and let the racket head flow back naturally as you turn.
Your racket should be pointing toward the fence post at the left rear of the court.
Racket should be over 7 on the clock-face.
Racket head should be about shoulder high at backswing position.
Keep your wrist firm during the backswing.

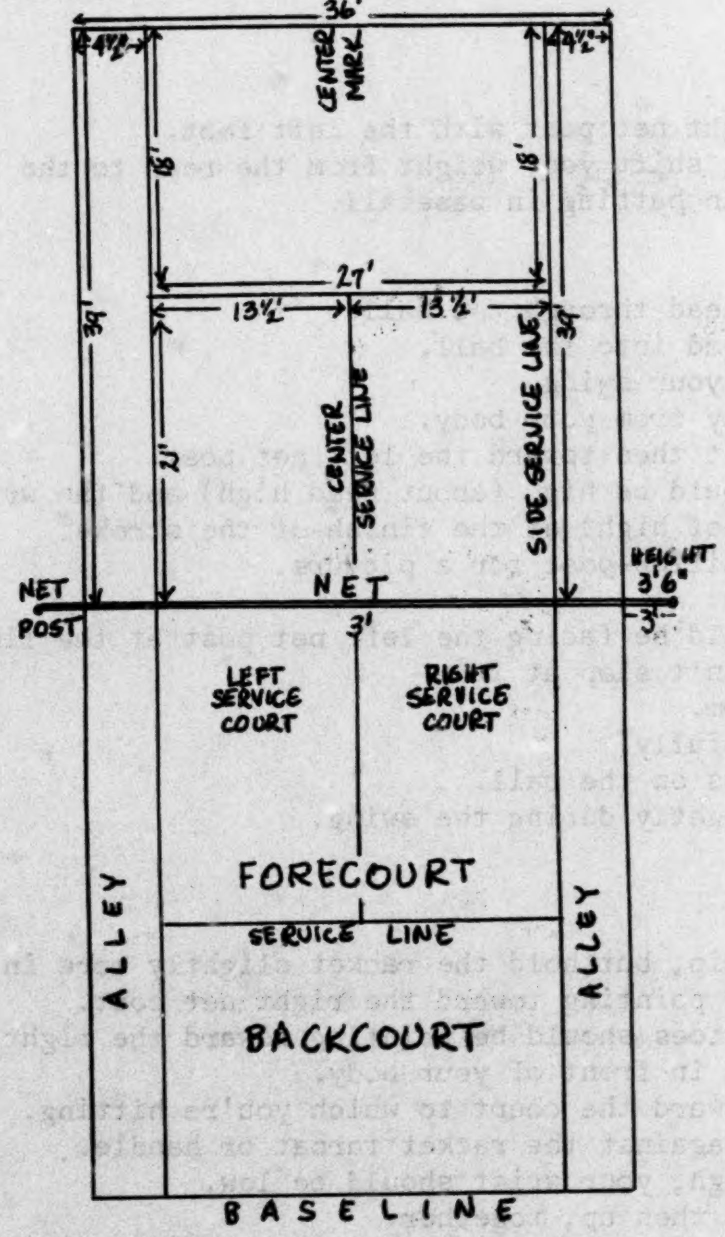
The Forward Swing

Step toward the right net post with the left foot.
Step into the ball; shift your weight from the rear to the front foot.
Step as you would in batting in baseball.
Hit the ball flat.
Hit a line drive.
Thrust the racket head through the ball.
Swing the racket head into the ball.
Flatten the arc of your swing.
Move your elbow away from your body.
Swing toward the net then toward the left net post.
The racket head should be high (about head high) and the wrist should be low (about chest high) at the finish of the stroke.
Hold the finish position-post for a picture.
A high, firm finish.
Your shoulders should be facing the left net post at the finish.
Stroke the ball, don't slap at it.
Keep your wrist firm.
Watch the ball carefully.
Try to see the seams on the ball.
Bend your knees slightly during the swing.

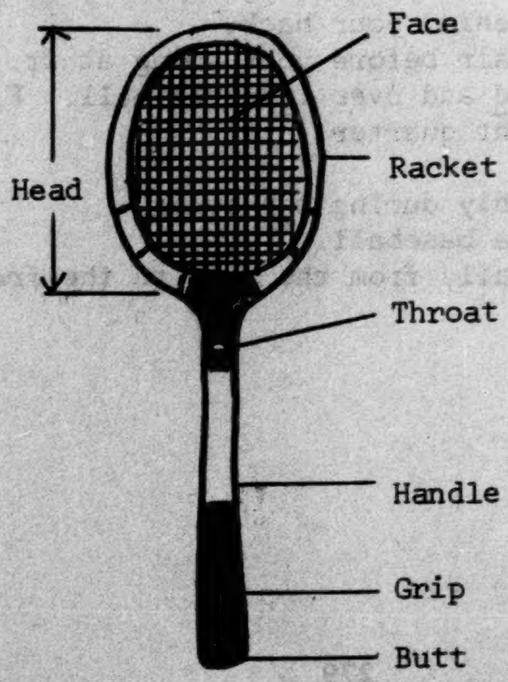
The Serve

Use the forehand grip, but hold the racket slightly more in the fingers.
Your toes should be pointing toward the right net post.
A line across your toes should be pointing toward the right net post.
Hold the racket out in front of your body.
Point the racket toward the court to which you're hitting.
Rest the left hand against the racket throat or handle.
Racket head held high, your wrist should be low.
Move your arms down then up, together.
Let the racket fall over your shoe tops, then drag it back past your knees.
Swing the racket down then up, away from the net, to about head high.
Use a smooth motion when tossing the ball, just "lay" the ball up.
Toss about as high as you can reach with the top edge of the racket about a foot or so forward of your body, toward the net.
Drop the racket head low, behind your back.
Let the ball "hang" in mid-air before your swing at it.
Throw the racket head upward and over into the ball. Flip it.
Hit the ball on its top right quarter.
Give the ball a 3/4 spin.
Everything is loose and wobbly during the swing.
Think in terms of throwing a baseball.
Let your weight shift naturally from the rear to the front foot.

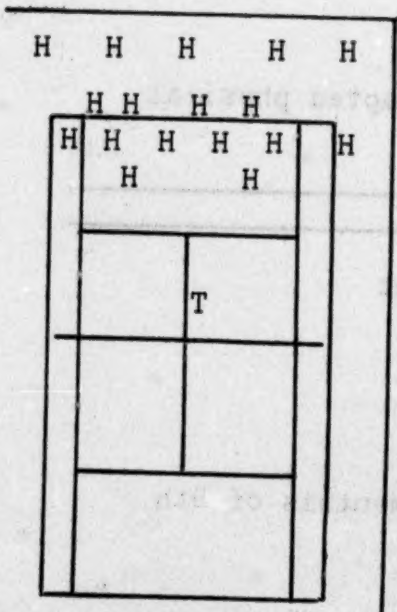
The tennis court:


36'
4½'
4½'
CENTER MARK
18'
18'
27'
13½'
13½'
39'
39'
21'
CENTER SERVICE LINE
SIDE SERVICE LINE
NET POST
NET
HEIGHT 3'6"
3'
3'
LEFT SERVICE COURT
RIGHT SERVICE COURT
FORECOURT
SERVICE LINE
ALLEY
ALLEY
BACKCOURT
BASELINE

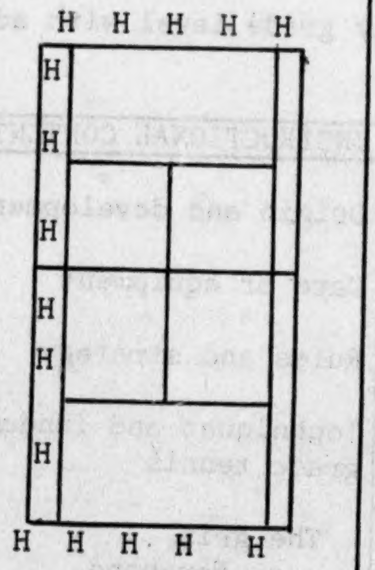
The tennis racket


Face
Racket Edge
Head
Throat
Handle
Grip
Butt

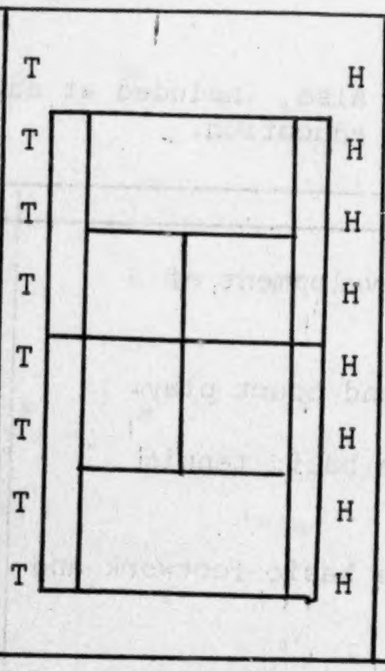
CLASS FORMATIONS FOR PRACTICE DRILLS


H H H H H
H H H H
H H H H H H
H H
T

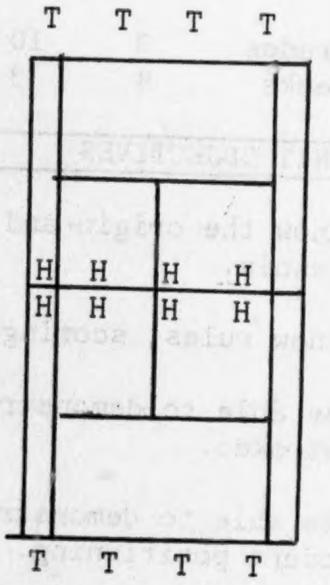
1. Swing drills H-students T-teacher


H H H H H
H H H H H H H
H H H H H

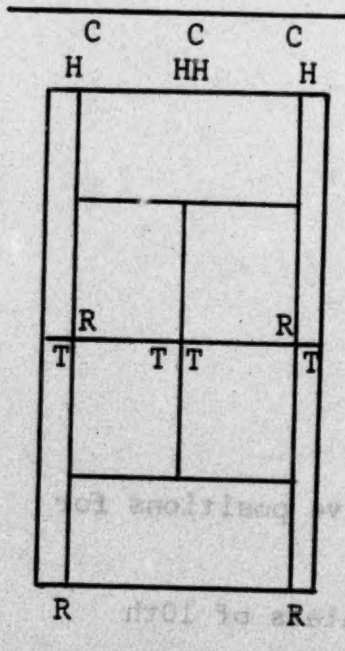
2. Self-drop-and-hit toward fence.


T T T T T T T T
H H H H H H H H

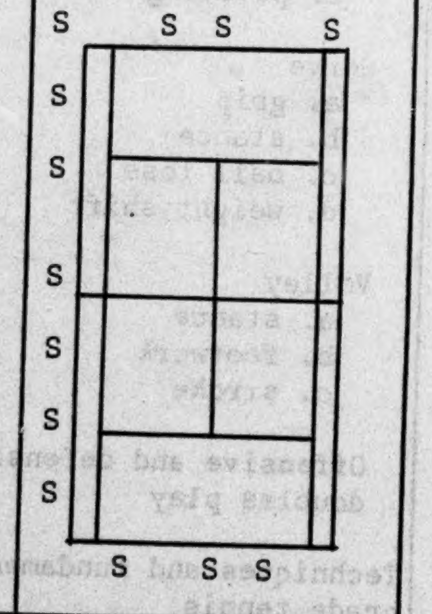
3. Self-drop-and-hit to target man or hit tossed balls to tosser.


T T T T
H H H H
H H H H
T T T T

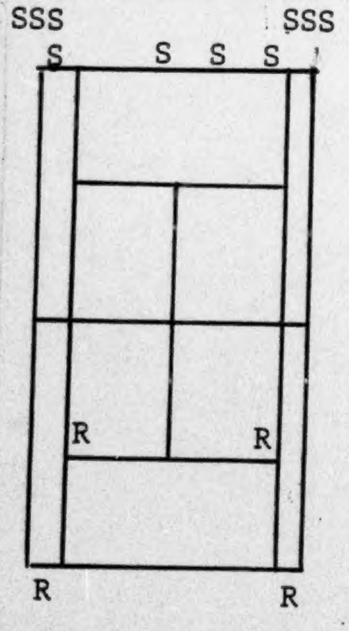
4. Hit tossed balls to tosser.


C C C
H HH H
R R
T T T T
R R

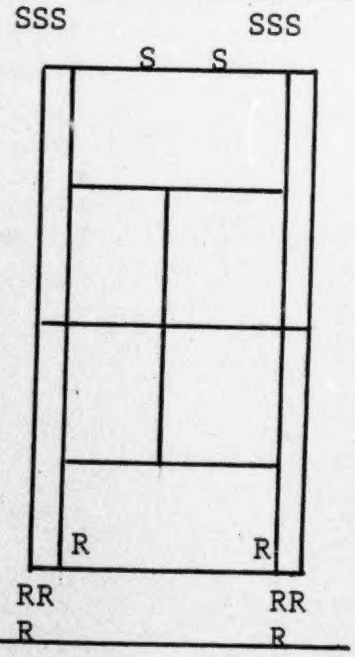
5. Hitting tossed balls: H-hitter T-tosser, C-coach, R-retrievers


S S S S
S S S S S S S
S S S

6. Serves toward fence.


SSS SSS
S S S S
R R
R R

7. Serves across net: S-servers, R-retrievers


SSS SSS
S S
R R
RR RR
R R

8. Serve, return serve, and rally. S-server, R-receivers.

TENNIS

Grades	9	10
Weeks	4	3

Also, included at any grade level with adapted physical education.

UNIT OBJECTIVES

Know the origin and development of tennis.

Know rules, scoring, and court play.

Be able to demonstrate basic tennis strokes.

Be able to demonstrate basic footwork and court positioning.

Be able to demonstrate singles and doubles strategy.

Appreciate the carry-over values of etiquette and leisure time to tennis.

INSTRUCTIONAL CONTENT

Origin and development

Care of equipment

Rules and strategy

Techniques and fundamentals of 9th grade tennis

The grip
- a. forehand
- b. backhand
- c. stance

Ground strokes
- a. stance (infielder)
- b. backswing
- c. forward swing
- d. follow through
- e. pivoting

Serve
- a. grip
- b. stance
- c. ball toss
- d. weight shift

Volley
- a. stance
- b. footwork
- c. stroke

Offensive and defensive positions for doubles play

Techniques and fundamentals of 10th grade tennis

Review
- a. forehand
- b. backhand
- c. serve

Lob
- a. footwork
- b. swing

TENNIS

UNIT OBJECTIVES	INSTRUCTIONAL CONTENT
	Smash a. stroke b. direction Drop shot a. stance b. stroke Strategy a. placement b. anticipation

TENNIS

TEACHING SUGGESTIONS

Drills:
- Footwork
- Racket and ball bouncing
- Swinging drills - wall volley
- Partner toss and hit - keep eyes on the ball

Exercises leading up to tennis skills:
- Knee bending - crouch position
- Lunging - ability to sustain the weight over the front knee
- Back bending - needed for service form
- Skipping sidewards - glide or drift into position
- Running backwards and forwards
- Squeezing a tennis ball and relaxing
- Learning to hold two balls in left hand, and tossing one at a time
- Tossing ball with left hand and catching it (service)
- Underhand tossing of ball to partner - bounce ball to front, right and left of partner
- Rope skipping for balance and poise

Sidewalk tennis - 4' x 8', two to a court, players use hands as rackets and bounce ball on the service (good for teaching scoring.

Bounce ball - from racket to floor 25 - 50 - 100 times.

Alternate hitting 5 up and 5 down - 50 times.

Bounce and hit 25 balls over net from baseline, off goalboard and backboard.

Volley over net 25 balls fed by partner.

INSTRUCTIONAL MATERIALS

Books:

Official Tennis Guide - AAHPER

U.S.L.T.A. Tennis Guide

How to Improve Your Tennis - Athletic Institute

Individual and Team Sports for Girls and Women - Vannies and Ponndextes

Tennis - Group Instruction - AAHPER

World Tennis

Films:

"Tennis Grips and Strokes" - Ellis Slack, Bailey Films - 6509 DeLongpre Ave., Hollywood, California

Filmstrip:

"Tennis" - Athletic Institute

EVALUATION

Written tests on rules, scoring and strategy

Skill performance tests
- Serve test for accuracy
- Dyer backboard

Subjective observation
- Degree of skill in game situation
- Degree of sportsmanship
- Conformity to the rules
- Participation outside of the school day
- Degree of participation in the game

TENNIS

Suggested Modifications

RULE MODIFICATIONS

Limit playing time and number of games
Play doubles only
Increase number of players and play positions, score like in volleyball
Decrease distance of service
Serve over as in volleyball
Allow players to hit ball on second or third bounce
Limit player to service only
Other adaptations on an individual basis

MODIFIED GAMES AND SKILLS

Practice skills only and not play a game
Play a game of serving only
Hand tennis
Deck tennis
Sidewalk tennis
Tennis serve for accuracy
Floor tennis
Wall tennis
Table tennis

STUNTS, TUMBLING AND APPARATUS

Weekly Time Allotment

Grades:	7		8		9		10	
	B	G	B	G	B	G	B	G
Apparatus & Tumbling	6	7	6	4	6	4	2	1½
Basic Tumbling								
Balance Beam								
High Bar								
Parallel Bars								
Rings								
Side Horse								
Trampoline								
Uneven Parallel Bars								
Vaulting								
Floor Exercise				3		3		1½

GYMNASTICS

ORIGIN AND DEVELOPMENT

The word gymnastics came from the ancient Greeks. There is considerable evidence that gymnastic activities were practiced much earlier. Mention of such activities has been found in records of ancient China, Japan, Persia, and Egypt.

Modern gymnastics first gained prominence in Europe during the latter half of the 18th century. Among the men who contributed most to its rise as an important sport was Fredrich Jahn, who invented the horizontal bar, side horse and parallel bars. Jahn also organized the Turnverein, a society concerned with the physical development of young German manhood through gymnastics. Immigrants to the United States from Germany were chiefly responsible for developing an interest in gymnastics in this country.

Throughout the early years of the 20th century, physical education in American schools was composed almost entirely of formalized gymnastics. Following the First World War, there was a definite trend away from formal activity of any kind. Gymnastics was a much less important phase of physical education. Recently, however, gymnastics of a less stylized nature has regained much of the popularity the sport once had and is now included in most physical education and many varsity athletics programs. Rules for college varsity competition are determined by the National Collegiate Athletic Association.

APPARATUS

Safety precautions:

General area:

The general area should be free from any objects that are not part of the necessary equipment.
Safety procedures and spotting methods must be included in all directions and instructions given.
Each stunt requires direction plus spotting method plus safety aspects.
Strict order must be maintained to minimize the advent of horseplay or attempting activities without full concentration by an individual class member.
The instructor should recheck all equipment before allowing participation or activity to commence during any hour of the day.

Trampoline:

Make sure all framework is adjusted properly, check all screws for firmness occasionally, and replace weak springs when necessary.

Side horse:

Lock in position before use - secure pommels - keep surface of body soft and pliable by proper cleaning. Place mats as dictated by activity.

Parallel bars:

Make sure bar is locked in position desired at both ends. Adjust for feasibility fo grade level. Place mats as dictated by activity.

Horizontal bar:

Make sure bar is locked in position and tight. Both ends must be checked. Adjust for feasibility of grade level and size of students. Check guy cables for tautness. Make sure that posts are perpendicular to floor. Place mats as dictated by activity.

Skill rings:

Level rings when necessary. Occasionally check mounts and the freeness of the swivels. Place mats as dictated by activity and student needs.

Mats:

Make sure mat surface is free from dips or humps. Check for a dirty surface which would cause slipping. Use thickness to suit activity. Be sure the mats are placed a distance from other apparatus to minimize the event of falling into some sharp or hard object. Clean mats periodically to prevent the spread of skin diseases. Use magnesium carbonate to minimize the slipping of hands while body is being held or supported on different apparatus. The amount of magnesium used should be determined by its effectiveness to prevent an accident and not by cost or its dust producing qualities.

SUGGESTED WARMUP AND CONDITIONING EXERCISES - BOYS

7-8 grade, 5 repetitions
9-10 grade, 10 repetitions Gopher Conditioner

Side bends left and right with arms together overhead - 4 count.

Toe touch left hand to left toe, right to right with chest stretch between - 4 count.

Alternate arm raise to side to perpendicular position - 4 count.

Alternate toe touching - 4 count.

Wide straddle floor touch back as far as possible, then stretch chest, chest parallel to floor - 2 count.

Sitting: Grab knees with arms, then stretch legs forward as arms go to chest stretch 2 counts.

"V" sit ups, trunk and legs off ground to toe touch position - 2 counts.

Push ups.

Knee bend (legs together) to front leaning rest - 2 counts.

Knee bend (legs apart-knees outside elbows) to wide straddle - 2 counts.

Knee bent (legs together) straighten knees keeping hands on floor and return - 2 counts.

Rope jumping: Without rope, small hops then large hops - 1 count.

Running in place or laps.

SUGGESTED WARMUP AND CONDITIONING EXERCISES - GIRLS

The following general warmup battery is suggested for a girls' gymnastics unit because it is felt that it develops the necessary qualities of strength, flexibility, balance, coordination, and endurance in addition to gracefulness and good posture. In all of these, good form and elegance should be emphasized. Many of the parts of this battery are skills in themselves.

Fingers, knuckles, palms:

> From a standing position, hands overhead and feet approximately twelve inches apart, bend forward keeping knees straight and touch finger tips to floor; raise arms over head again, then bend down and touch knuckles to floor; repeat a third time, touching palms flat on floor. Do the entire series one more time (those able to touch palms to floor easily should put feet together second time).
>
> Next have students spread feet wide apart, grasp ankles and pull head through between legs as far as they can without falling forward. Hold ten seconds.

Plié exercise (4 counts - "plié, two, three, four"):

Stand with heels about twelve inches apart, toes pointed slightly outward, arms out to sides.

Count 1 - Demi-plié, keeping back straight and heels on floor, at same time bringing right arm in across chest.

Coutn 2 - Return to starting stance by straightening knees and bringing right arm back out to side.

Count 3 - Releve onto toes and bring right arm up over head.

Count 4 - Lower heels to floor and lower right arm once again out to side. Repeat three or four times on right side, then do same on left side.

Wrist should rotate as arm moves so back of hand always leads. The head should follow the hand movement. The entire exercise should be done with fluidity and style to develop poise and gracefulness.

Knee drop (4 counts - "right, up, left, up"):

Lie on back with knees flexed and arms extended out to sides, palms down. Legs turn to right, back to center, to left, to center again. Repeat eight times and then count double time four times. Emphasize that palms must push against floor to prevent shoulders from rotating to side as legs turn.

Leg raiser (4 counts - "up, apart, together, down"):

Lie on back, legs extended and together, hands on floor underneath hips with palms down. Raise legs straight above hips, split wide, bring together again, lower to floor. Repeat eight times or whatever is necessary for overload.

Straddle stretcher and lean (4 counts - "right, left, center, up"):

Sit on floor with legs extended and split as wide as possible. Stretch first to right side, attempting to touch knee with forehead while at same time stretching both hands toward ankle. Next, stay low and swing to left leg, doing same. Then try to touch forehead to floor in center, each arm reaching toward an ankle. On fourth count sit up and place hands on hips. Repeat seven more times.

After completing this, have students do the straddle lean: from same position as above, lean forward and pull against ankles in an attempt to touch head to the floor. Hold six to eight seconds.

Bridge up:

Lie on back with knees flexed and feet apart with toes pointed slightly outward; hands are beside head on mat in same position as for backward roll. Push hard with hands into high bridge. Straighten knees by shifting weight over hands; head should be hyper-extended so eyes look at mat below body. Hold six to eight seconds and then tuck head and flex elbows to lower to floor. Repeat one or more times.

"Balance the budget":

Lie on stomach with weight supported on hands which are under chest; hyper-extend head and try to touch it with the toes (bend knees). Stomach should be kept down on mat. Hold six to eight seconds. Repeat.

Cobra stretch:

Starting position is identical to previous exercise except legs remain extended and together. Stretch way back with head (look at the wall behind you), but keep stomach down on mat. Heels must remain touching throughout.

Bridge up and get up:

From a bridge, shift weight (hips) forward over feet and follow with upper body, head, and arms, coming finally to a stand (feet should remain in position with no loss of balance). The arms should stay beside the ears as they trail the head, the latter remaining hyper-extended throuhout. This is a very important technique to learn since it is the end phase of many tumbling skills: front limber, front walker, arch out front handspring, flyaway, etc.

The class should work in pairs, spotting each othe on this skill. Spotter kneels to side with one hand on the upper arm and the other under the lower back to help shift hips forward over feet. It is recommended that this be done on mats.

Running:

Either have class run in place, run laps around the gym, or have them do a review of fast-moving tumbling skills down the mat.

GENERAL EVALUATION TECHNIQUES

Skill Performance Tests

The following suggested methods of skill evaluation are general and may be applied to all of the areas of gymnastics.

Achievement chart:

Either the students keep an individual skills chart or the teacher posts a general one for each class and checks those skills which have been performed. Grading is done by considering the number of skills achieved.

This is a very commonly used type of evaluation and is both challenging and fun for the students.

Compulsory skill grading:

The teacher selects those skills which she feels should be required and grades each student on her performance of them. It is suggested that a 5-point system be used: 5 for excellent, 4 - very good, 3 - good, 2 - poos, 1 - very poor, and 0 if unable to perform the skill. Points may be totalled for all skills and from this a class grading curve determined.

Optional skill grading:

Each skill is given a difficulty rating (on a scale of 1 - 5). This difficulty rating is multiplied by the student's performance score (same scale) for that skill. Student's total score for all skills can be placed on a class curve and graded.

This method places a responsibility upon the student in making a wise selection of the skills to have graded. They should understand that it would be better to do an easier skill well than a difficult one poorly.

Compulsory routine grading:

This is similar to number two except that instead of the teacher grading a specific skill that she requires, she grades a routine of skills which she has developed.

Optional routine grading:

This system is similar to Optional Skill Grading in that the student selects her own skills and puts them together into a routine. Scores should be included for difficulty as in number three; therefore it will be necessary to have the student turn in a list of her skills so that the teacher will know what the routine will include. A difficulty rating is assigned and again multiplied by the performance score.

Written knowledge test:

- Skill identification
- SKill analysis
- History of gymnastics
- Spotting techniques
- Elements of composition
- Safety procedures
- SKill progression.

SAMPLE LESSON PLAN

Organization

5 minutes	Change clothes
5 minutes	Roll call, announcements, and warm up exercises
35 minutes	Instruction and practice
10 minutes	Shower and change clothes
55 minutes	TOTAL

35-Minute Instructional Period

5 minutes	Instruction directed to a specific stunt or group of stunts with demonstration and trials by class members.
10 minutes	Work in squads on six pieces of apparatus using squad leaders, assigned spotters, and a roving instructor.
10 minutes	Work same as previous 10 minutes but on a different piece of apparatus. (Rotational system)
10 minutes	Work on a different piece of apparatus, continuing rotational system.
1 minute	Question and answer period (also discussion of what will be covered in the following class period).

Note: The roving instructor is spotting, giving more detailed instruction, working with poor students, giving encouragement, and generally supervising the area.

Arrangement of Apparatus on the Floor

Still Rings Horizontal Bar Parallel Bars

Side Horse Trampoline

Tumbling

TUMBLING AND APPARATUS - BOYS

7th Grade

Grade 7
Weeks 6

UNIT OBJECTIVES

Gain insight into gymnastic terminology.

Develop the kinesthetic sense of body in various positions.

Develop explosive type movements.

Develop timing and rhythm in body movements.

Develop skill in handling the body that may carry over into everyday living.

Develop overall body fitness for greater efficiency and conservation of effort.

Develop courage in attempting new and difficult stunts.

Provide an opportunity for students to work cooperatively.

Recognize the responsibility for the safety and development of fellow classmates.

Develop an understanding and appreciation for gymnastic activities.

Provide an opportunity for students to express themselves creatively.

Provide each student with the satisfaction of accomplishment and awareness of his own abilities.

INSTRUCTIONAL CONTENT

Tumbling and routine skills
- a. cartwheel
- b. dive roll
- c. headspring
- d. front roll (tuck position)
- e. 1/2 turn
- f. back extension
- g. round off (running)

Still rings skills and routine
- a. skin the cat
- b. pull to inverted hand
- c. bend to pike
- d. slow roll down to "L" lever hand (straight arms)
- e. swing back
- f. swing through dismount (tuck position)

Horizontal bar skills and routine
- a. hip pull over
- b. front hip circle
- c. drop back to skin the cat
- d. pull out hooking one knee
- e. knee swing up
- f. back knee circle
- g. skin the cat dismount

Parallel bars skills and routine
- a. straddle seat travel (to center of bars)
- b. shoulder balance
- c. pike to straddle seat
- d. front straddle roll
- e. lift legs to swing
- f. front dismount

Trampoline skills and routine
- a. seat drop
- b. front drop
- c. to seat drop
- d. half turn to front drop
- e. bounce to feet

TUMBLING AND APPARATUS - BOYS

7th Grade

UNIT OBJECTIVES	INSTRUCTIONAL CONTENT
	Side horse skills and routine a. jump to support (at right end of horse) b. single leg mount (right leg under right hand, left leg over pommel) c. side travel (right leg back - jump to middle of horse with hands - left leg back) d. single leg circle (right leg) e. flank dismount (to right)

TUMBLING AND APPARATUS - BOYS

7th Grade

TEACHING SUGGESTIONS

Start with one stunt then do one and two, then one, two and three, etc., until whole routine can be done as a unit.

Tumbling routine should be flowing. Spotting is done from side aiding performer at center of gravity.

Still Rings - spot on both sides very close to performer. Control excess movements and supply assistance when performer's strength is lacking. Keep eyes on performer's hands.

High Bar - spot on both sides very close to performer. Control excess movements and supply assistance when performer's strength is lacking. Keep eyes on performer's hands.

Parallel Bar Routine:
Arms should be locked, chest up, shoulders back. Spotting done from side and under bars. Be directly to side of performer at all times.

Trampoline Routine: Minimum of 8 spotters. Performer must stay in middle of bed.

Side Horse Routine:
Spot from behind by supporting hips. Arms should be locked and shoulders should be pushing down.

INSTRUCTIONAL MATERIALS

(Available at IMC)

Books:

Complete Book of Gymnastics - Newton C. Loken and Robert J. Willoughby, 1959.

Pure and Applied Gymnastics - Arnald London, 1955.

Teacher's Manual for Tumbling and Apparatus Stunts - Otto E. Ryser.

Gymnastics and Tumbling - Annapolis, U.S. Naval Ins., 1950.

Films:

F1238 "Tumbling: Forward Roll"

Films on order -

"Gymnastics Fundamentals for Boys" (J-S)

"Gymnastic Fundamentals for Boys"
Bailey Films, 6509 DeLongpre Ave.,
Hollywood, California.

Filmstrips:

LP1040	Forward Roll (Squat to Stand) P-I(Tumbling)
LP1041	Forward Roll (Stand to Stand)
LP1045	Forward Roll (Hands in front of mat)
LP1047	Backward Roll (Squat to Stand)
LP1048	Backward Roll (Stand to Stand)
LP1050	Cartwheel
LP1051	Squat Hand Balance
LP1052	Head Balance
LP1053	Hand Balance

Unit I - Introduction to Trampolining
Unit II - Beginning Stunts
Unit III - Advanced Stunts
Units I, II, and III - Athletic Institute, Chicago, Illinois

TUMBLING AND APPARATUS - BOYS

7th Grade

TEACHING SUGGESTIONS

INSTRUCTIONAL MATERIALS

Unit I - Individual Tumbling
Unit II - Individual Balancing
Unit III - Doubles, Stunts and Mimetics
  Units I, II, and III - Athletic Institute, Chicago, Illinois

Unit I - Singles Tumbling
Unit II - Doubles Tumbling and Balance
Unit III - Free Exercise
  Units I, II and III - Athletic Institute, Chicago, Illinois

EVALUATION

Comprehensive written test at the termination of the unit.

5, 4, 3, 2, 1 subjective evaluation of the complete routine.

APPARATUS - GIRLS

7th Grade

Grade 7
Weeks 4

UNIT OBJECTIVES

Know origin and development of sport.

Be able to control body while moving on the beam.

Be able to hold a pose on the beam for three seconds.

Be able to recognize and execute the 5-arm positions.

Show ability to jump off beam so body is higher than beam.

INSTRUCTIONAL CONTENT

Origin and development of the sport of gymnastics

Care in installation of apparatus equipment

Techniques and fundamentals of balance beam

Arm position
  a. first position
  b. second position
  c. third position
  d. fourth position
  e. fifth position

Mounts
  a. straight arm support
  b. knee mount

Low balances
  a. V-sit
  b. knee scale
  c. rear lying
  d. push-up
  e. Egyptian splits
  f. prone support
  g. lunge
  h. side scale

High balance
  a. front scale
  b. attitude
  c. croise

Walks
  a. forward
  b. backward
  c. plie walk

Turns
  a. tip-toe turn (pivot)
  b. squat turn

Dismounts
  a. jump off
  b. front vault (fence dismount)

APPARATUS - GIRLS

7th Grade

TEACHING SUGGESTIONS

Skills should be practiced first on a line on floor then transferred to a low beam until student has control of body.

Where student does not have to cover the beam, several students may practice the same skill [illegible] the same time.

Balances may be introduced and practiced as part of the warm-up activity.

May teach a routine as a whole - such as a mount, walk, dismount. Keep adding elements to routine.

Stress student use hands and arms as well as moving body and legs.

Safety precautions:

Mats should be placed under beam and to the sides.

Two spotters should be used in the beginning, one on either side of the beam, following along with the student.

INSTRUCTIONAL MATERIALS

Books:

Gymnastics for Women - Blanche Drury and Andrea Bodo Schmid.

Gymnastics for Girls - Eric Hughes.

Complete Book of Gymnastics - Newton C. Loken and Robert J. Willoughby.

Gymnastics Guide - DGWS.

Films:

Gymnastic Fundamentals for Girls - Bailey Films.

A.A.U. Gymnastic Films

8MM Loop Films:

LP1024 Gymnastics for Women:
Balance Beam - Beginning #1
LP1025 Gymnastics for Women:
Balance Beam - Beginning #2
Athletic Institute - Available in IMC

EVALUATION

See separate sheet on evaluation methods.

Compulsory balance beam skill grading
Straight arm support mount, squat-up-walk to end of beam-jump off.
Knee mount, knee turn, 3 plie steps, toe turn, 2 back stops, knee scale, front vault dismount.

APPARATUS - GIRLS

7th Grade

UNIT OBJECTIVES	INSTRUCTIONAL CONTENT
Show ability to control body while in the air.	Trampoline a. mount b. jump c. bounce and check d. seat drop e. knee drop f. hand-knee drop g. front drop h. combinations (1) seat-knee-feet (2) knee-seat-feet (3) seat-knee-seat-feet (4) knee-feet-seat-knee
Show ability to move body from a low bar to high bar. Be able to control body when circling a bar.	Uneven bars a. mounts (1) straight - arm support (2) cross seat mount b. poses and balances (1) side seat (2) crotch seat (3) seat balance (4) one-leg squat (5) scale (6) swan balance on low bar c. movements (1) back single knee circle on low bar (2) back hip pullover to high bar (3) basket to one-legged squat (skin-the-cat) d. dismounts (1) cast off low bar (2) forward roll over high bar

APPARATUS - GIRLS

7th Grade

TEACHING SUGGESTIONS

Uneven bars:

Two students may work on the bar at one time.

A low horizontal bar may be used to practice skill.

Trampoline:

Minimum of four spotters around trampoline.

Spotters must be alert at all times.

Bouncing should be kept low until skill well mastered.

Student should not attempt advanced tricks until the beginning skills are mastered.

Uneven bars:

Mats should be well placed around uneven bars.

Two spotters should be used on evens.

Spot underneath the bar.

When spotting upper body position spot upper arm and shoulder.

Check equipment to be sure all braces and locks are secure.

Students may use carbon magnesium carbonate on hands and back of knees to help roll or circle the bar.

INSTRUCTIONAL MATERIALS

Books:

Physical Education and Rebound Tumbling - Rich Harris.

Feminine Gymnastics - Phyllis Cooper.

Filmstrips:

Unit I - Introduction to Trampolining
Unit II - Beginning Stunts
Units I and II - Athletic Institute

EVALUATION

Trampoline:

Trampoline check-list.

Teacher may use compulsory routine of her own choosing.

Uneven bars:

Suggested compulsory routine for grading:

Straight arm support on low bar (facing high bar).

Bring one leg over low bar.

Back single knee circle.

Bring back leg over low bar.

Basket to one-legged squat on low bar.

Back hip pullover to high bar.

Bring legs down immediately under high bar to contact low bar, keeping grip on high bar.

Arch body through under high bar to stand on low bar.

Turn to face high bar and execute forward roll dismount.

APPARATUS - GIRLS

7th Grade

UNIT OBJECTIVES	INSTRUCTIONAL CONTENT
Be able to recognize the four parts of vaulting. Be able to get the body over the horse in various positions. Demonstrate courage in attempting stunts.	Vaulting a. approach to horse and take-off b. squat vault (1) landing on knees (courage) (2) jumping to squat - stand and off c. flank vault d. front vault e. rear vault f. wolf vault

APPARATUS - GIRLS

7th Grade

TEACHING SUGGESTIONS

Reuther board should be 12 to 18 inches from horse.

Be sure to master lead-up skill before going to next vault.

Practice the approach to the horse and hitting the Reuther on the floor without the horse and board.

Hit the Reuther board and practice for obtaining height - placing hands on the horse but not allowing body to go over horse.

Safety precautions:

Mats should be on landing side of horse.

Tennis shoes required.

Runaway must be unobstructed.

Two spotters on far side of horse - spot upper arm and shoulder and follow through with performer's movements.

INSTRUCTIONAL MATERIALS

EVALUATION

Check list of vaults
- Squat
- Flank
- Rear vault
- Wolf

Written test of entire unit - see separate evaluation sheet.

TUMBLING - GIRLS

7th Grade

Grade: 7
Weeks: 3

UNIT OBJECTIVES

Demonstrate correct form in executing tumbling skills

Maintain correct posture, balance and coordination while executing stunts.

Orient one's body in space from different positions.

Demonstrate trunk flexibility.

Support one's body weight in an inverted position.

Demonstrate the various skills in tumbling.

Courage to attempt new and progressively more difficult stunts.

INSTRUCTIONAL CONTENT

Origin and development

Selection and care of equipment

Techniques and fundamentals of tumbling

Review tumbling skills previously taught
a. continuous forward rolls
b. shoulder rolls
c. Continuous backward rolls
d. cartwheel
e. round-off
f. tripod
g. bridge
h. headstand
i. handstand

Additional skills
a. pike forward roll
b. standing 4 ft. dive roll
c. tip-up (squat hand balance)
d. front limber (front over)
e. split
f. one-leg balance

TUMBLING - GIRLS

7th Grade

TEACHING SUGGESTIONS

Methods and techniques
  Mass teaching
  Squads
  Independent practice

Suggestions
  Teach students to learn cartwheel on both sides.
  Use the snap-down as a lead-up skill to the round-off.
  Before attempting the dive roll student should first be able to do a good forward roll. Spotter should kneel where performer will land and tuck head under.
  During the one-leg balance be sure the hand that grips the heel is rotated outward so palm and inside of arm face front. Both legs should be straight.

INSTRUCTIONAL MATERIALS

Books:

Gymnastics for Women - Blanche Drury and Andrea Bodo Schmid, Palo Alto, California, The National Press, 1964.

Gymnastics for Girls - Eric Hughes, New York, The Ronald Press Co., 1963.

Complete Book of Gymnastics - Newton C. Loken and Robert J. Willoughby, Englewood Cliffs, N.J., Prentice-Hall, Inc., 1959.

Stunts and Tumbling for Girls - Virginia Lee Horne, New York, The Ronald Press Co., 1943.

Films: (IMC)

F1238 Tumbling: Forward Roll

Film Loops - 8mm: (IMC)

LP1040 Forward Roll (Squat to stand)
LP1042 Forward Roll (Continuous)
LP1044 Forward Roll (Diving over mat)
LP1047 Backward Roll (Squat to stand)
LP1050 Cartwheel
LP1052 Head Balance
LP1053 Hand Balance

Periodicals:

DGWS Gymnastics Guides - June 1963 - June 1965, June 1965 - June 1967, June 1967 - 1969. Division for Girls and Women's Sports of the American Association for Health, Physical Education and Recreation, 1201 16th Street N.W., Washington, D.C.

EVALUATION

Written knowledge test
  Skill identification
  Skill analysis
  History of gymnastics

TUMBLING - GIRLS

7th Grade

TEACHING SUGGESTIONS	INSTRUCTIONAL MATERIALS
	Written knowledge test (continued) Spotting techniques Elements of composition Safety procedures Skill progression Skill performance test Achievement chart: Grading is done by considering the number of skills achieved. Compulsory skill grading: 5 point system, applied to required skills. 5 for excellent, 4 - very good, 3 - good, 2 - poor, and 0 if unable to perform the skill. Points may be totaled for all skills and from this a class grading curve determined. Compulsory routine grading: Similar to number two except that instead of the teacher grading a specific skill she grades a routine of skills. Optional routine grading: This system is similar to number three in that the student selects her own skills and puts them together into a routine. Scores should be included for difficulty as in Compulsory Routine Grading; therefore it will be necessary to have the student turn in a list of her skills so the teacher will know what the routine will include. A difficulty rating is assigned and again multiplied by the performance score.

TUMBLING AND APPARATUS - BOYS

8th Grade

Grade 8
Weeks 6

UNIT OBJECTIVE

Gain insight into gymnastic terminology.

Develop a kinesthetic sense of body in various positions.

Develop explosive type movements.

Develop timing and rhythm in body movements.

Develop skill in handling the body that may carry over into his work or play so that he will function with greater efficiency and conservation of effort.

Develop overall body fitness.

Develop courage in attempting stunts.

Provide an opportunity for students to work cooperatively and to recognize the responsiblity of each member of the group for the safety and development of classmates.

Develop an appreciation for gymnastic activities.

Provide an opportunity for students to express themselves creatively through the building of stunts, combination, variations and pyramids.

Provide each student with an opportunity to experience the satisfaction of accomplishment and an awareness of his own abilities.

INSTRUCTIONAL CONTENT

Tumbling and routine skills
- a. carthweel
- b. round off
- c. back extension
- d. 1/2 turn
- e. running front hand spring

Still rings skills and routine
- a. pull to pike
- b. cast away
- c. inlocate
- d. cast away
- e. swing to inverted hand
- f. lower to skin the cat
- g. cast away
- h. swing through dismount (straddle)

Horizontal bar skills and routine
- a. swing start
- b. knee mount
- c. back crotch circle
- d. unhook leg
- e. back hip circle
- f. cast away
- g. 1/2 turn dismount (at end of back swing)

Parallel bars skills and routine
- a. upper arm hand in kip position
- b. kip to straddle seat
- c. shoulder stand
- d. roll to straddle seat (forward)
- e. lift legs to swing
- f. rear dismount

Trampoline skills and routine
- a. swivel hips
- b. front drop
- c. to seat drop
- d. 1/2 turn to front drop
- e. bounce to feet
- f. 3/4 front somersalt to seat
- g. bounce to feet

TUMBLING AND APPARATUS - BOYS

8th Grade

UNIT OBJECTIVES	INSTRUCTIONAL CONTENT
	Side horse skills and routine a. jump to support (right end of horse) b. single leg mount (right leg under right hand, left leg over pommel) c. side travel (right leg back - jump to middle of horse - left leg back) d. single leg circle (right leg) e. single leg circle (left leg - reverse) f. flank dismount to right

TUMBLING AND APPARATUS - BOYS

8th Grade

TEACHING SUGGESTIONS

Start with one stunt then do one and two, then one, two, three, etc., until whole routine can be done as a unit.

Tumbling routine should be flowing. Spotting is done from side aiding performer at center of gravity.

Still rings: Spot on both sides very close to performer. Control excess movements and supply assistance when performer's strength is lacking. Keep eyes on performer's hands.

High bar: Spot on both sides very close to performer. Control excess movements and supply assistance when performer's strength is lacking. Keep eyes on performer's hands.

Parallel bar routine: Arms should be locked, chest up, shoulders back. Spotting done from side and under bars. Be directly to side of performer at all times.

Trampoline routine: Minimum of 8 spotters. Performer must stay in middle of bed.

Side horse routine: Spot from behind by supporting hips. Arms should be locked and shoulder should be pushing down.

INSTRUCTIONAL MATERIALS

Available at IMC:

Books:

Complete Book of Gymnastics - Newton C. Loken and Robert J. Willoughby, 1959.

Pure and Applied Gymnastics - Arnold London, 1955.

A Teacher's Manual for Tumbling and Apparatus Stunts - Otto E. Ryser

Gymnastics and Tumbling - Annapolis, U.S. Naval Ins., 1950.

Film:

F1238 "Tumbling: Forward Roll"

On order: "Gymnastic Fundamentals for Boys" - Bailey Films.

Filmstrips:

LP1040 Forward Roll (Squat to Stand) P-I (Tumbling)
LP1041 Forward Roll (Stand to Stand)
LP1045 Forward Roll (Hands in front of mat)
LP1047 Backward Roll (Squat to Stand)
LP1048 Backward Roll (Stand to Stand)
LP1050 Cartwheel
LP1051 Squat Hand Balance
LP1052 Head Balance
LP1053 Hand Balance

Unit I - Introduction to Trampolining
Unit II - Beginning Stunts
Unit III - Advanced Stunts
Units I, II, III - Athletic Institute, Chicago, Illinois.

Unit I - Individual Tumbling
Unit II - Individual Balancing
Unit III - Doubles, Stunts and Mimetics
Unit I, II, III - Athletic Institute, Chicago, Illinois.

TUMBLING AND APPARATUS - BOYS

8th Grade

TEACHING SUGGESTIONS

INSTRUCTIONAL MATERIALS

Unit I - Singles Tumbling
Unit II - Doubles Tumbling and BAlance
Unit III - Free Exercise
Units I, II, III - Athletic Institute, Chicago, Illinois.

EVALUATION

Use a comprehensive written test at the termination of the unit.

Use a 5, 4, 3, 2, 1 subjective evaluation of the complete routine.

APPARATUS - GIRLS

8th Grade

Grade 8
Weeks 4

UNIT OBJECTIVES

Be able to control body while moving on the beam.

Be able to hold a pose on the beam for three seconds.

Be able to recognize and execute the 5-arm position.

Show ability to jump off beam so body is higher than beam.

Be able to complete and execute a routine on the balance beam.

INSTRUCTIONAL CONTENT

Origin and development of gymnastics apparatus

Care in installation of apparatus equipment

Techniques and fundamentals

Balance beam
- a. mounts
  - (1) fence mount
  - (2) squat mount
  - (3) back pullover mount
- b. low balances
  - (1) one-legged squat
  - (2) pretzel bend
- c. high balances
  - - Swedish fall
- d. walks
  - (1) rond de jambe
  - (2) chassé
  - (3) glissade
  - (4) skip
  - (5) run
  - (6) step-hop
- e. turns
  - (1) pirouette turn
  - (2) lunge turn
  - (3) battement tourney
- f. aerial movements
  - (1) jump change (changement)
  - (2) tuck jump
- g. rolls
  - (1) backward shoulder roll
  - (2) forward head roll
- h. dismounts
  - (1) straddle jump
  - (2) tuck jump
  - (3) round-off

APPARATUS - GIRLS

8th Grade

TEACHING SUGGESTIONS

Skills should be practiced first on a line on floor, then transferred to a low beam until student has control of body.

Where student does not have to cover the beam, several students may practice the same skill at the same time.

Balances may be introduced and practiced as part of the warm-up activity.

Beginners should practice backward roll on mat across line so they roll straight and with control.

A towel used as padding on the beam under the shoulders helps cut down bruises.

Safety precautions:

Mats should be placed under beam and to the sides.

Two spotters should be used in the beginning, one on either side of the beam, following along with the student.

INSTRUCTIONAL MATERIALS

Books:

Gymnastics for Women - Blanche Drury and Andrea Bodo Schmid.

Gymnastics for Girls - Eric Hughes.

Complete Book of Gymnastics - Newton C. Loken and Robert J. Willoughby.

Film:

16MM Gymnastics Fundamentals for Girls (IMC)

8MM Loop Film:

LP1024 Gymanstics for Women
Balance Beam - Beginning #1
LP1025 Gymnastics for Women
Balance Beam - Beginning #2

Pamphlets:

DGWS Gymnastic Guide

EVALUATION

Optional skill grading

May give student guide lines as to the elements to be included in routine, such as:

length of time
number of trips covering beam
number of turns, poses.

APPARATUS - GIRLS

8th Grade

UNIT OBJECTIVES

Show ability to control body while in the air.

Demonstrate basic drops on the trampoline.

Be able to complete a routine that will be graded at end of the unit.

Show ability to move body from a low bar to high bar.

Be able to control body when circling a bar.

Show ability to circle the bar with the body.

INSTRUCTIONAL CONTENT

Trampoline
- a. bounce and check
- b. seat drop
- c. knee drop
- d. hand-knee drop
- e. front drop

Bounces
- a. tuck bounce
- b. straddle bounce
- c. pike bounce
- d. back drop
- e. half pirouette
- f. full pirouette
- g. seat drop, 1/2 pirouette to stand
- h. swivel hips

Uneven bars
- a. mounts
  - (1) back hip pullover
  - (2) single knee swing
- b. balance
  - (1) straddle seat (straddle hold as support)
  - (2) swan balance on high bar
- c. movements
  - (1) back hip circle
  - (2) crotch circle (side circle)
  - (3) stem rise
  - (4) forward roll over high bar with 1/2 turn to face low bar
- d. dismounts
  - (1) underswing under low bar from cast
  - (2) underswing under high bar from sit
  - (3) single leg flank vault dismount

APPARATUS - GIRLS

8th Grade

TEACHING SUGGESTIONS

Safety precautions:

Trampoline -

Minimum of four spotters on trampoline.

Spotters must be alert at all times.

Bouncing should be kept low until skill well mastered.

Student should not attempt advanced tricks until the beginning skills are mastered.

Uneven bars -

Mats should be well placed around uneven bars.

Two spotters should be used.

Spot underneath the bar.

When spotting upper body position spot upper arm and shoulder.

Circles may be practiced on the horizontal bar and transferred to uneven bar.

Two students may work on individual skills at the same time on the bar.

INSTRUCTIONAL MATERIALS

Books:

Physical Education and Rebound Tumbling - Rich Harris.

Feminine Gymnastics - Phyllis Cooper.

EVALUATION

Compulsory routine for trampoline:

Beginning
Tuck jump to feet, knee drop, feet, seat drop, feet, half pirouette to feet, hands and knee drop to feet, front drop, feet, arch jump to feet.

Intermediate
Half twist to backdrop, half twist to feet, straddle touch toes to feet, front drop, feet, back drop, front drop, feet, back drop, pullover to feet.

Suggested compulsory routine for uneven bar:

Back hip pullover mount facing both bars
Back hip circle
Bring one leg over and do back single knee circle, then bring second leg over
Basket to outer side seat on low bar
Stem rise to high bar
Swan balance on high bar
Shoot legs down to lower bar, splitting so one leg is on either side of bar
Swing back leg all way around across low bar
Bring other leg over so both are in sitting position on low bar facing high bar, hands gripping high bar
Underswing dismount

APPARATUS - GIRLS

8th Grade

UNIT OBJECTIVES	INSTRUCTIONAL CONTENT
Show ability to vault over horse with Reuther board 2-4 feet back. Be able to control the body in flight through the air. Be able to recognize and demonstrate the four parts of vaulting.	Vaulting a. Review skills of 7th grade b. straddle mount c. straddle vault d. thief vault e. *neckspring (kip) vault f. *headspring *Are not true vaults. Teacher may use her own discretion as to whether she should introduce it.

APPARATUS - GIRLS

8th Grade

TEACHING SUGGESTIONS	INSTRUCTIONAL MATERIALS
Straddle vault can be practiced on floor in wide straddle position. Leap-frog could be used as a lead-up. On neckspring and headspring vaults the edge of the trampoline may be used. Vaulter springs off board, kips, and lands on trampoline bed. May also stack mats in front of horse so student will get concept of height to which her body must achieve. Student should practice the run used for the approach.	

EVALUATION

Check list of vaults.

TUMBLING AND FLOOR EXERCISE - GIRLS

8th Grade

Grade 8
Weeks 3

UNIT OBJECTIVES

Be able to demonstrate the correct form in executing the tumbling skills.

Be able to maintain correct posture, balance, and coordination while executing tumbling skills.

Be able to orient one's body in space from different positions.

Be able to demonstrate trunk flexibility.

Be able to hold one's body weight in an inverted position.

Be able to demonstrate the various skills in tumbling.

Be able to demonstrate the various skills in floor exercise.

Be able to maintain the correct balance and coordination while executing floor exercise skills.

Be able to orient one's body in space.

Be able to demonstrate trunk flexibility.

INSTRUCTIONAL CONTENT

Origin and development

Selection and care of equipment

Techniques and fundamentals

Review of skills introduced in 7th grade

Tumbling
a. running 6 ft. dive roll
b. dive cartwheel
c. dive headspring
d. kip (neckspring or nip-up)
e. front handspring
f. back roll extension
g. front walkover
h. stag handstand

Floor exercise
a. basic arm and foot positions
b. scales (arabesque)
c. attitude
d. develope
e. ballet
f. lunges
g. plié and demi-plié
h. v-sit
i. straddle stand
j. relevé
k. Egyptian splits
l. waltz turn

TUMBLING AND FLOOR EXERCISE - GIRLS

8th Grade

TEACHING SUGGESTIONS

For the dive headspring the spotter kneels to side of performer. Inside hand grasps upper arm and outside hand lifts at hips to help force hollow back landing position.

For the front handspring - since the head must remain back in hyper-extended position it is not recommended that a rolled mat be used to teach this skill. Teach only the hollow back landing.

Teach correct pronunciation of ballet terms.

The movements listed for Grade 8 floor exercise should be used as an introduction to floor exercise with experimentation in simple combinations such as:

Straddle stand to forward roll or backward roll.
Developé to cartwheel.

INSTRUCTIONAL MATERIALS

Books:

Gymnastics for Women - Blanche Drury and Andrea Bodo Schmid, Palo Alto, California, The National Press, 1964.

Gymnastics for Girls - Eric Hughes, New York: The Ronald Press Co., 1963.

Complete Book of Gymnastics - Newton C. Loken and Robert J. Willoughby, Englewood Cliffs, N.J., Prentice-Hall Inc., 1959.

Stunts and Tumbling for Girls - Virginia Lee Horne, New York, The Ronald Press Co., 1943.

Films: (IMC)

F1238 Tumbling: Forward Roll

8MM Film Loops: (IMC)

LP1040 Forward Roll (Squat to stand)
LP1042 Forward Roll (Continuous)
LP1044 Forward Roll (Diving over mat)
LP1047 Backward Roll (Squat to stnad)
LP1050 Cartwheel
LP1052 Head Balance
LP1053 Hand Balance

Periodicals:

DGWS Gymnastics Guides - June 1963 - June 1965, June 1965 - June 1967, June 1967 - 1969. Division for Girls and Women's Sports of the American Association for Health, Physical Education, and Recreation, 1201 16th Street N.W., Washington, D.C.

TUMBLING AND FLOOR EXERCISE - GIRLS

8th Grade

TEACHING SUGGESTIONS

INSTRUCTIONAL MATERIALS

Records:

Music for Competitive Free Exercise
#HLP - 3090

Artistic Gymnastic/Floor Exercise
#HLP - 4006

Floor Exercise Music
#LP - 4040 (Series 1)
#LP - 4050 (Series 2)

Gymnasts - Music for You #LP - 112

EVALUATION

Written knowledge test
- Skill identification
- Skill analysis
- History of gymnastics
- Spotting techniques
- Elements of composition
- Safety procedures
- SKill progression

Skill performance test

Achievement chart: Grading is done by considering the number of skills achieved.

Compulsory skill grading: 5 point system, applied to required skills: 5 for excellent, 4 - very good, 3 - good, 2 - poor, 1 - very poor, and 0 if unable to perform the skill. Points may be totaled for all skills and from this a class grading curve determined.

Compulsory routine grading: Similar to Compulsory Skill Grading except that instead of the teacher grading a specific skill she grades a routine of skills.

TUMBLING AND FLOOR EXERCISE - GIRLS
8th Grade

TEACHING SUGGESTIONS	INSTRUCTIONAL MATERIALS
	Optional routine grading: This system is similar to number three in that the student selects her own skills and puts them together into a routine. Scores should be included for difficulty as in number three; therfore it will be necessary to have the student turn in a list of the skills so the teacher will know what the routine will include. A difficulty rating is assigned and again multiplied by the performance score.

TUMBLING AND APPARTAUS - BOYS

9th Grade

Grade 9
Weeks 6

UNIT OBJECTIVES

Gain insight into gymnastic terminology.

Develop a kinesthetic sense of body in various positions.

Develop explosive type movements.

Develop timing and rhythm in body movements.

Develop skill in handling the body that may carry over into his work or play so that he will function with greater efficiency and conservation of effort.

Develop overall body fitness.

Develop courage in attempting stunts.

Provide an opportunity for students to work cooperatively and to recognize the responsibility of each member of the group for the safety and development of classmates.

Develop an appreciation for gymnastic activities.

Provide an opportunity for students to express themselves creatively through the building of stunts, combinations, variations, and pyramids.

Provide each student with an opportunity to experience the satisfaction of accomplishment and an awareness of his own abilities.

INSTRUCTIONAL CONTENT

Tumbling and routine skills
- a. back hand spring
- b. back extension
- c. 1/2 turn, cartwheel
- d. dive roll
- e. head spring
- f. 1/2 turn (to the rear march)
- g. front hand spring (running)

Still rings skills and routine
- a. pull to pike
- b. kip to support
- c. drop back to skin the cat
- d. cast away
- e. inlocate
- f. cast away
- g. swing through dismount (straight body)

Horizontal bar skills and routine
- a. swing start
- b. kip to support
- c. front hip circle
- d. back hip circle
- e. cast away
- f. 1/2 turn dismount (at end of back swing)

Parallel bars skills and routine
- a. upper arm kip to support
- b. shoulder stand
- c. roll down (forward - straight body)
- d. rear uprise
- e. rear dismount with 1/2 turn inward

Trampoline skills and routine
- a. swivel hips
- b. 1/2 turn front drop
- c. 1/2 turn table
- d. seat drop
- e. bounce to feet
- f. front somersault to feet

TUMBLING AND APPARATUS - BOYS

9th Grade

UNIT OBJECTIVES	INSTRUCTIONAL CONTENT
	Side horse skills and routine a. jump to support (at right end of horse) b. single leg mount (right leg under right hand left leg over pommel) c. side travel (right leg back - jump to middle of horse - left leg back) d. single leg circle (right leg) e. single leg circle (left leg - reverse) f. front, rear, or straddle dismount

TUMBLING AND APPARATUS - BOYS

9th Grade

TEACHING SUGGESTIONS

Start with one stunt then do one and two, then one, two and three, etc., until the whole routine can be done as a unit.

Tumbling routine should be flowing. Spotting is done from side aiding performer at center of gravity.

Still rings - spot on both sides very close to performer. Control excess movements and supply assistance when performer's strength is lacking. Keep eyes on performer's hands.

High bar - spot on both sides very close to performer. Control excess movements and supply assistance when performer's strength is lacking. Keep eyes on performer's hands.

Parallel bar routine: arms should be locked, chest up, shoulders back. Spotting done from side and under bars. Be directly to side of performer at all times.

Trampoline routine: minimum of 8 spotters. Performer must stay in middle of bed.

Side horse routine: spot from behind by supporting hips. Arms should be locked and shoulders should be pushing down.

INSTRUCTIONAL MATERIALS

Available at IMC:

Books:

Complete Book of Gymnastics - Newton C. Loken and Robert J. Willoughby, 1959.

Pure and Applied Gymnastics - Arnald London, 1955.

Teacher's Manual for Tumbling and Apparatus Stunts - Otto E. Ryser.

Films:

F1238 "Tumbling: Forward Roll:

On order:
"Gymnastics Fundamentals for Boys"
Bailey Films

Filmstrips:

LP1040 Forward Roll (Squat to Stand) P-I (Tumbling)
LP1041 Forward Roll (Stand to Stand)
LP1045 Forward Roll (Hands in front of mat)
LP1047 Backward Roll (Squat to Stand)
LP1048 Backward Roll (Stand to Stand)
LP1050 Cartwheel
LP1051 Squat Hand Balance
LP1052 Head Balance
LP1053 Hand Balance

Unit I - Introduction to Trampolining
Unit II - Beginning Stunts
Unit III - Advanced Stunts
Units I, II, and III - Athletic Institute, Chicago, Illinois

Unit I - Individual Tumbling
Unit II - Individual Balancing
Unit III - Doubles, Stunts and Mimetics
Units I, II, and III - Athletic Institute, Chicago, Illinois

TUMBLING AND APPARATUS - BOYS

9th Grade

TEACHING SUGGESTIONS	INSTRUCTIONAL MATERIALS
	Unit I - Singles Tumbling Unit II - Doubles Tumbling and Balance Unit III - Free Exercise Units I, II and III - Athletic Institute, Chicago, Illinois
	EVALUATION
	Use a comprehensive written test at the termination of the unit. **Use a 5, 4, 3, 2, 1 subjective evaluation of the complete routine.**

APPARATUS - GIRLS

9th Grade

Grade 9
Weeks 4

UNIT OBJECTIVES

Be able to control body while moving on the beam.

Be able to hold a pose on the beam for three seconds.

Be able to recognize and execute the 5-arm positions.

Show ability to jump off beam so body is higher than beam.

Be able to execute a number of skills continuously in a routine on the beam.

Compose and perform one's own routine on a balance beam.

INSTRUCTIONAL CONTENT

Origin and development

Care in installation of apparatus equipment

Techniques and fundamentals

Balance beam
- a. mounts
  - (1) straddle mount
  - (2) wolf mount
- b. low balances
  - (1) splits
  - (2) shoulder stand
    - (a) leg straight
    - (b) split position of legs
    - (c) stag leap position
  - (3) straddle hold
- c. high balances
  - (1) one-leg balance
  - (2) head stand
  - (3) cartwheel
  - (4) body wave
- d. walks
  - (1) run
  - (2) mazurka step
  - (3) pas de bourrée
- e. turns
  - (1) corkscrew turn
  - (2) straddle turn
- f. aerial movements
  - (1) leaps
    - (a) regular leap
    - (b) stag leap
    - (c) split leap
  - (2) hitch kick (scissors - ciseaux - kick)
  - (3) pas de chat (cat leap)
  - (4) stationary stag jump
- g. rolls
  - (1) backward head roll
    - (a) to squat
    - (b) backward pike roll ending in lunge
    - (c) backward roll to headstand

APPARATUS - GIRLS

9th Grade

UNIT OBJECTIVES	INSTRUCTIONAL CONTENT
	(2) forward head roll (a) to squat (b) to V-sit (c) to one-legged squat h. dismounts (1) cartwheel (2) handstand dismount (English)

APPARATUS - GIRLS

9th Grade

TEACHING SUGGESTIONS

Reuther board may be used for mounts.

Mounts may be done by several at a time.

Mats placed under beam and to the sides.

Skills should be practiced first on a line on floor, then transferred to a low beam until student has control of body.

Two spotters should be used in the beginning, one on either side of the beam, following along with student.

Where student does not have to cover the beam, several students may practice the same skill at the same time.

Balances may be introduced and practiced as part of the warm-up activity.

Teach in series, such as mount, walk, turn, movement, balance, dismount.

Towels may be used as padding on beam under shoulders to prevent bruises.

Cartwheel dismount: Practice on floor until student can do 9 out of 10 on a straight line. Next practice on low beam before going to higher beam.

INSTRUCTIONAL MATERIALS

Books:

Gymnastics for Women - Blanche Drury and Andrea Bodo Schmid.

Gymnastics for Girls - Eric Hughes.

Complete Book of Gymnastics - Newton C. Loken and Robert J. Willoughby.

Gymnastic Guide - DGWS.

Film loops:

LP1024 Gymnastics for Women
Balance Beam - Beginning #1
LP1025 Gymnastics for Women
Balance Beam - Beginning #2

EVALUATION

Written: See separate evaluation sheet.

Skill performance test
Optional check list

Optional routine with pre-set elements to be included.
(See separate evaluation sheet.)

APPARATUS - GIRLS

9th Grade

UNIT OBJECTIVES

Show ability to move body from a low bar to high bar.

Be able to control body when circling a bar.

INSTRUCTIONAL CONTENT

Uneven bars
- a. mounts
  - (1) straddle over low bar from hang on high bar
  - (2) double leg circle over low bar
  - (3) single leg swing-up
- b. poses and balances
  - (1) thigh rest
  - (2) arch back
- c. movements
  - (1) forward mill circle
  - (2) shoot through to low bar, regrasp high bar, shoot through to back single knee circle
  - (3) forward tuck hip circle
  - (4) squat up (onto low beam)
  - (5) double leg push to high bar (double leg stem rise)
- d. dismounts
  - (1) arch back kickover (side handstand dismount)
  - (2) hock swing dismount

APPARATUS - GIRLS

9th Grade

TEACHING SUGGESTIONS

Mats should be well placed around uneven bars.

Two spotters should be used.

Spot underneat the bar.

When spotter for upper body position spot upper arm and shoulder.

INSTRUCTIONAL MATERIALS

Books:

Feminine Gymnastics - Phyllis Cooper

EVALUATION

Written

Skill performance - suggested compulsory routine.

Jump to long hang on high bar and straddle legs over low bar.

Stem rise to high bar.

Back hip circle on high bar.

Shoot through to low bar, drop under and regrasp and continue around in back single knee circle.

Forward mill circle.

Regrasp high bar with both hands and swing back leg all way across low bar, changing hands.

Bring other leg over so are in sitting position on low bar facing high bar, hands gripping high bar.

Basket to one-leg squat.

Swing extended leg back and stand facing high bar, both hands gripping high bar.

Forward roll over high bar (mixed grip) 1/2 turn and straddle legs over low bar (change hands to regular grip)

Hock swing dismount

APPARATUS - GIRLS

9th Grade

UNIT OBJECTIVES	INSTRUCTIONAL CONTENT
Show ability to control while in the air. Demonstrate basic drops on the trampoline. Be able to put several trampoline skills together in a continuous movement.	Trampoline a. review drops b. additional skills (1) back pullover (2) hand-knee turn to front (3) 1/2 turntable (4) front somersault
Be able to get body over horse in various positions. Demonstrate courage. Be able to recognize and demonstrate the four parts of vaulting. Be able to vault in an inverted position.	Vaulting a. review vaulting skills learned in 7th and 8th grade b. additional skills (1) stoop vault (2) flank and front vaults with turns (3) handspring

APPARATUS - GIRLS

9th Grade

TEACHING SUGGESTIONS

Trampoline:

Students should not attempt advanced tricks until the beginning skills are mastered.

Bouncing should be kept low until skill well mastered.

Minimum of four spotters.

Vaulting:

Take-off board 3 to 5 feet back.

Get body higher than shoulders.

Use handspring as first lay-out attempt.

INSTRUCTIONAL MATERIALS

Books:

Physical Education and Rebound Tumbling

Filmstrip:

Trampolining, Unit III, Advanced Skills - Athletic Institute.

EVALUATION

Trampoline:

Skill performance
  Optional check list
  Optional routine

Vaulting:

Skill performance
  Optional check list

TUMBLING AND FLOOR EXERCISE - GIRLS

9th Grade

Grade 9
Weeks 3

UNIT OBJECTIVES

Be able to demonstrate correct form in executing the tumbling skills.

Be able to maintain correct posture, balance and coordination while executing stunts.

Be able to orient one's body in space from different positions.

Be able to demonstrate trunk flexibility.

Be able to hold one's body weight in an inverted position.

Be able to demonstrate the various skills in tumbling.

Be able to demonstrate the various skills in floor exercise.

Be able to maintain correct posture, balance and coordination while executing floor exercise.

Be able to orient one's body in space.

Be able to demonstrate trunk flexibility.

Be able to demonstrate poise, grace and fluid movement.

Be able to execute a number of skills continuously in a routine.

Be able to perform one's routine to music.

INSTRUCTIONAL CONTENT

Origin and development

Selection and care of equipment

Techniques and fundamentals

Tumbling skills
- a. review of skills introduced in 8th grade
- b. additional skills
  - (1) running 8 ft. dive roll
  - (2) continuous headsprings
  - (3) flyaway (walkout front handspring)
  - (4) back limber (backover)
  - (5) back walkover
  - (6) standing back handspring (flip-flop or flic-flac)
  - (7) tinsica
  - (8) elbow balance (tiger stand)

Floor exercise
- a. starting stance
- b. glissade
- c. tour jeté
- d. sté
- e. stissone
- f. Swedish drop
- g. chaine turns
- h. pirouete
- i. grade jeté
- j. body waves
- k. battements (kicks)
- l. shoot through
- m. pas de chat
- n. seat spin
- o. modern dance technique

TUMBLING AND FLOOR EXERCISE - GIRLS

9th Grade

TEACHING SUGGESTIONS

For the flyaway emphasize the push-off with the hands in order to give the body some upward flight before landing. Performer should be able to execute a high hollow back front handspring first.

The back limber should be learned first before attempting the back handspring to give the performer a feeling of movement backwards over the hands.

In 9th grade floor exercise work on more difficult combinations and transitions, depending on the student's ability.

Students may learn a compulsory exercise, learning a small part each day of unit with time allowed for perfecting.

More advanced students should prepare and create optional exercises.

INSTRUCTIONAL MATERIALS

Books:

Gymnastics for Women - Blanche Drury and Andrea Bodo Schmid, Palo Alto, California, The National Press, 1964.

Gymnastics for Girls - Eric Hughes, New York, The Ronald Press Co., 1963.

Complete Book of Gymnastics - Newton C. Loken and Robert J. Willoughby, Englewood Cliffs, N.J., Prentice-Hall, Inc., 1959.

Stunts and Tumbling for Girls - Virginia Lee Horne, New York, The Ronald Press Co., 1943.

Films: (IMC)

F1238 Tumbling: Forward Roll

8mm Film Loops: (IMC)

LP1040 Forward Roll 9Squat to stand)
LP1042 Forward Roll (Continuous)
LP1044 Forward Roll (Diving over mat)
LP1047 Backward Roll (Squat to stand)
LP1050 Cartwheel
LP1052 Head Balance
LP1053 Hand Balance

Periodicals:

DGWS Gymnastics Guides - June 1963 - June 1965, June 1965 - June 1967, June 1967 - 1969. Division for Girls and Women's Sports of the American Association for Health, Physical Education and Recreation, 1201 16th Street NW, Washington, D.C.

TUMBLING AND FLOOR EXERCISE - GIRLS

9th Grade

TEACHING SUGGESTIONS

INSTRUCTIONAL MATERIALS

Records:

Music for Competitive Free Exercise
#HLP - 3090

Artistic Gymnastic/Floor Exercise
#HLP - 4006

Floor Exercise Music
#LP - 4040 (Series 1)
#LP - 4050 (Series 2)

Gymnasts - Music For You #LP - 112

EVALUATION

Written knowledge test
- Skill identification
- Skill analysis
- History of Gymnastics
- Spotting techniques
- Elements of composition
- Safety procedures
- Skill progression

Skill performance test

Achievement chart: Grading is done by considering the number of skills achieved.

Compulsory skill grading: 5 point system, applied to required skills: 5 for excellent, 4 - very good, 3 - good, 2 - poor, 1 - very poor, and 0 if unable to perform the skill. Points may be totaled for all skills and from this a class grading curve determined.

Compulsory routine grading: Similar to Compulsory skill grading except that instead of the teacher grading a specific skill she grades a routine of skills.

TUMBLING AND FLOOR EXERCISE - GIRLS

9th Grade

TEACHING SUGGESTIONS	INSTRUCTIONAL MATERIALS
	EVALUATION Optional routine grading: This system is similar to number three in that the student selects her own skills and puts them together into a routine. Scores should be included for difficulty; therefore it will be necessary to have the student turn in a list of the skills so the teacher will know what the routine will include. A difficulty rating is assigned and again multiplied by the performance score.

TUMBLING AND APPARATUS - BOYS

10th Grade

Grade 10
Weeks 2

UNIT OBJECTIVES

Gain insight into gymnastic terminology.

Develop a kinesthetic sense of body in various positions.

Develop explosive type movements.

Develop timing and rhythm in body movements.

Develop skill in handling the body that may carry over into his work or play so that he will function with greater efficiency and conservation of effort.

Develop overall body fitness.

Develop courage in attempting stunts.

Provide an opportunity for students to work cooperatively and to recognize the responsibility of each member of the group for the safety and development of classmates.

Develop an appreciation for gymnastic activities.

Provide an opportunity for students to express themselves creatively through the building of stunts, combinations, variations and pyramids.

Provide each student with an opportunity to experience the satisfaction of accomplishment and awareness of his own abilities.

INSTRUCTIONAL CONTENT

Tumbling and routine skills
  Optional 5 stunt routine to be originated by student

Still rings skills and routine
  Optional 5 stunt routine to be originated by student

Horizontal bar skills and routine
  Optional 5 stunt routine to be originated by student

Parallel bars skills and routine
  Optional 5 stunt routine to be originated by student

Trampoline skills and routine
  a. seat drop with full twist
  b. swivel hips
  c. 1/2 turn front drop
  d. 1/2 turn table
  e. seat drop
  f. bounce to feet
  g. front somersault (pike position)

Side horse skills and routine
  a. jump to support (at right end of horse)
  b. single leg mount (right leg under right hand, left leg over pommel)
  c. side travel (right leg back - jump to middle of horse - left leg back)
  d. single leg circle (right leg)
  e. single leg circle (left leg - reverse)
  f. double leg circle (counter clockwise)
  g. rear dismount with 1/2 turn inward

Floor exercise
  Optional 15 stunt routine covering:
  a. strength
  b. flexibility
  c. tumbling
  d. grace

TUMBLING AND APPARATUS - BOYS

10th Grade

TEACHING SUGGESTIONS

Start with one stunt then do one and two, then one, two and three, etc., until the whole routine can be done as a unit.

Tumbling routine should be flowing. Spotting is done from side, aiding performer at center of gravity.

Still rings - spot on both sides very close to performer. Control excess movements and supply assistance when performer's strength is lacking. Keep eyes on performer's hands.

High bar - spot on both sides very close to performer. Control excess movements and supply assistance when performer's strength is lacking. Keep eyes on performer's hands.

Parallel bar routine - arms should be locked, chest up, shoulders back. Spotting done from side and under bars. Be directly to side of performer at all times.

Trampoline routine - minimum of 8 spotters. Performer must stay in middle of bed.

Side horse routine - spot from behind by supporting hips. Arms should be locked and shoulders should be pushing down.

INSTRUCTIONAL MATERIALS

Available at IMC:

Books:

Complete Book of Gymnastics - Newton C. Loken and Robert J. Willoughby, 1959.

Pure and Applied Gymnastics - Arnald London, 1955.

Teacher's Manual for Tumbling and Apparatus Stunts - Otto E. Ryser.

Gymnastics and Tumbling - Annapolis, U.S. Naval Ins., 1950.

Films:

F1238 "Tumbling: Forward Roll"

On order:
"Gymnastic Fundamentals for Boys" (J-S)

"Gymnastic Fundamentals for Boys" - Bailey Films

Filmstrips:

LP1040 Forward Roll (Squat to Stand) P-I (Tumbling)
LP1041 Forward Roll (Stand to Stand)
LP1045 Forward Roll (Hands in front of mat)
LP1047 Backward Roll (Squat to Stand)
LP1048 Backward Roll (Stand to Stand)
LP1050 Cartwheel
LP1051 Squat Hand Balance
LP1052 Head Balance
LP1053 Hand Balance

Unit I - Introduction to Trampolining
Unit II - Beginning Stunts
Unit III - Advanced Stunts
Units I, II, and III - Athletic Institute, Chicago, Illinois

TUMBLING AND APPARATUS - BOYS

10th Grade

TEACHING SUGGESTIONS	INSTRUCTIONAL MATERIALS
	Unit I - Individual Tumbling Unit II - Individual Balancing Unit III - Doubles, Stunts and Mimetics Units I, III and III - Athletic Institute, Chicago, Illinois Unit I - Singles Unit II - Double Tumbling and Balance Unit III - Free Exercise Units I, II and III - Athletic Institute, Chicago, Illinois
	EVALUATION
	Use a comprehensive written test at the termination of the unit. Use a 5, 4, 3, 2, 1 subjective evaluation of the complete routine.

GYMNASTICS AND APPARATUS - GIRLS

10th Grade

Grade 10
Weeks 1½

UNIT OBJECTIVES

Be able to control body while moving on the beam.

Be able to hold a pose on the beam for three seconds.

Be able to recognize and execute the 5-arm positions.

Show ability to jump off beam so body is higher than beam.

Be able to execute a number of skills continuously in a routine on the beam.

Perform one's own routine on beam in one minute to 1 and 1/2 minutes.

Demonstrate the ability to hold one's body weight in an inverted positionon the beam.

Demonstrate the ability to get the body well above the beam and still show control of body upon landing.

INSTRUCTIONAL CONTENT

Origin and development of gymnastics
Lecture and discussion

Techniques and fundamentals of the balance beam

Mounts
- a. single leg shoot through
- b. running mount on end of beam
- c. forward roll mount

Low balances
- cantilever

High balances
- a. handstand (scissor kick and hold)
- b. English handstand
- c. cartwheel to handstand
- d. side handstand

Walks
- a. sissone
- b. walks previously learned but work for full extension of body

Turns
- a. chaine
- b. tour jeté turn
- c. wolf turn (full)

Aerial movements
- a. review of leaps
- b. step-hop
- c. jumps with 1/2 turn and landing on beam
- d. entrechat

Rolls
- a. continue forward and backward rolls
- b. walkovers (forward and backward)

Dismounts
- a. handspring off end with twist
- b. aerial walkover
- c. back somersault (tuck, pike, layout)

GYMNASTICS AND APPARATUS - GIRLS

10th Grade

TEACHING SUGGESTIONS

Mats should be placed under beam and to the sides.

Skills should be practced first on a line on floor, then transferred to a low beam until student has control of body.

Two spotters should be used in the beginning - one on either side of the beam, following along with the student.

Where student does not have to cover the beam, several students may practice the same skill at the same time.

Balances may be introduced and practiced as part of the warmup activity.

For forward roll mount, use length of the horse to begin (much softer landing and wider for the student).

Spotter may want to stand on object so she can control performer's waist (handstand).

May use overhead belt or stand on a raised platform (cartwheel).

Students should be working on getting heights on their leaps. Body should be well above beam.

Roll should be a moving action and continue from one movement and flow into a third movement.

Must be able to do walkover on floor - use eye focus. Spotter will want to be on a raised platform.

Overhead belt may be used. Also student may attempt first tries from the length of the horse. Landing must come on both feet. Use overhead belt double mats for landing. Allow plenty of room for landing (handspring dismount).

INSTRUCTIONAL CONTENT

Books:

Gymnastics for Women - Blanche Drury and Andrea Bodo Schmid.

Gymnastics for Girls - Eric Hughes.

Complete Book of Gymnastics - Newton C. Loken and Robert J. Willoughby.

Gymnastic Guide - DGWS.

8mm Loop Films: (IMC)

LP1024 Gymnastics for Women
Balance Beam, Beginning #1
LP1025 Gymnastics for Women
Balance Beam, Beginning #2

EVALUATION

See separate evaluation sheet.

Student optional check list.

Student optional routine.

GYMNASTICS AND APPARATUS - GIRLS

10th Grade

UNIT OBJECTIVES	INSTRUCTIONAL CONTENT
Show ability to put several trampoline skills together in a continuous movement. Show ability to control body while in the air. Be able to complete a routine that will be graded at end of the unit.	Technique and fundamentals of trampoline Review a. front somersault b. back pull-over c. 1/2 turntable d. all drops Additional skills a. back somersault b. full turntable c. cradle d. twisting e. barani f. lay-out back somersault

GYMNASTICS AND APPARATUS - GIRLS

10th Grade

TEACHING SUGGESTIONS

Minimum of four spotters.

Spotters must be alert at all times.

Bouncing should be kept low until skill well mastered.

Student should not attempt advanced tricks until the beginning skills are mastered.

Overhead belt used of hand spotting on the trampoline.

INSTRUCTIONAL MATERIALS

Physical Education and Rebound Tumbling - Rich Harris.

EVALUATION

Optional check list

Optional routine

Compulsory routine

GYMNASTICS AND APPARATUS - GIRLS

10th Grade

UNIT OBJECTIVES	INSTRUCTIONAL CONTENT
Show ability to move body from a low bar to high bar. Show ability to control body when circling a bar. Be able to execute a number of skills continuously in a routine. Perform one's own routine on the uneven bars.	Techniques and fundamentals of uneven bars Mounts a. crotch twist mount b. squat stand mount c. glide kip (with leg straddled, single leg overshoot, regrasp to high bar, double leg overshoot) Movements a. mill circle with regrasp (catch high bar) b. single leg shoot through c. double leg bounce and pullover to high bar d. cast off high bar to stomach whip on low bar e. cast from high bar to hip circle low bar (flying hip circle) f. half-turn jump from low bar to high bar g. backward sole circle, regrasp to high bar h. double leg kip i. casting hip circle to Eagle Catch (dislocate catch) j. forward seat circle (1) backward seat circle (2) either high or low bar k. forward hip circle Dismounts a. single leg tap-off low bar b. underswing from high bar over low bar c. cast to sole circle, underswing over low bar d. handstand, quarter turn off

GYMNASTICS AND APPARATUS - GIRLS

10th Grade

TEACHING SUGGESTIONS

All glide kips may be practiced on horizontal bar set to height of low bar. Have performer practice this skill in parts:

- The jump to the bar, thrusting hips up and backward.
- The jump and glide, with body fully extended.
- The jump, glide and raising of legs to low bar - be sure legs come up to touch the bar.
- Jump, glide, raise legs to bar, and kip.

-See Cooper for lead-up to this skill.

Flying hip circle lead-up:

- Back hip circle with good high cast.
- Hip circle from long hang on high bar.
- Cast to stomach whip on low bar.

Backward sole circle lead-ups:

- May be started from straight arm support on low bar and then a cast up to the stoop or straddle stand position.
- May be executed with the hands catching high bar in a mixed grip so body can do half turn toward low bar, followed by hip circle.
- Sole circles (forward-backward) also may be done on high bar with turns and other variations.
- May be done with legs straddled or together.

INSTRUCTIONAL MATERIALS

Books:

Feminine Gymnastics - Phyllis Cooper.

Gymnastics for Women - Blanche Drury and Andrea Bodo Schmid.

Gymnastics for Girls - Eric Hughes.

Complete Book of Gymnastics - Newton C. Loken and Robert J. Willoughby.

Gymnastic Guide - DGWS.

EVALUATION

Check list
  Compulsory
  Optional

Optional routine

GYMNASTICS AND APPARATUS - GIRLS

10th Grade

UNIT OBJECTIVES	INSTRUCTIONAL CONTENT
Be able to get body over the horse in various positions.	Techniques and fundamentals of vaulting
Demonstrate courage in vaulting.	Review all previously learned vaults
Be able to recognize and demonstrate the four parts of vaulting.	Additional skills a. lay-out squat b. lay-out straddle c. lay-out stoop d. lay-out handspring e. swan vault (hecht)
Be able to vault in an inverted position.	
Be able to vault in a lay-out position.	

GYMNASTICS AND APPARATUS - GIRLS

10th Grade

TEACHING SUGGESTIONS

Take-off board 3-5 feet back.

Practice getting body higher than shoulders.

Use handspring as first lay-out attempt.

INSTRUCTIONAL MATERIALS

EVALUATION

Optional check list.

See separate sheet on evaluation.

TUMBLING AND FLOOR EXERCISE - GIRLS

10th Grade

Grade 10
Weeks 1½

UNIT OBJECTIVES

Demonstrate correct form in executing skills in floor exercises.

Maintain correct posture, balance and coordination while executing the various movements.

Be able to orient one's body in space from different positions.

Demonstrate trunk flexibility.

Be able to hold one's body weight in an inverted position.

Demonstrate poise, grade and fluid movements.

Perform floor exercise routines to music.

Pupils compose and demonstrate their own routines.

INSTRUCTIONAL CONTENT

Origin and development

Selection and care of equipment

Review junior high skills

Techniques and fundamentals

Tumbling skills
- a. Kip variations
  - (1) "Mummy" kip to squat
  - (2) walkout
  - (3) ½ turn to prone support
- b. headspring - variations
  - (1) walkout
  - (2) "kaboom" (headspring to seat)
- c. front handspring - variations
  - (1) one-handed
  - (2) Arabian (front flip)
- d. handstand - variations
  - (1) squat-up
  - (2) dive into
  - (3) Yogi
- e. front walkover - variations
  - (1) scissors
  - (2) diving
  - (3) kangaroo
  - (4) one-handed
  - (5) swingtime
- f. back walkover - variations
  - (1) scissors
  - (2) to handstand straddle down
- g. back handspring - variations
  - (1) round-off back handspring
  - (2) series of back handsprings
  - (3) walkout
  - (4) sitting back handspring
- h. cartwheel to split
- i. back walkover to split
- j. front walkover to split
- k. butterfly
- l. valdez
- m. valdez cartwheel
- n. aerial cartwheel

TUMBLING AND FLOOR EXERCISE - GIRLS

10th Grade

UNIT OBJECTIVES	INSTRUCTIONAL CONTENT
	o. illusion (allusion) p. aerial walkover (front aerial) q. standing back somersault r. Baroni (Barani) s. cartwheel - aerial cartwheel t. walkover - aerial walkover u. spotter aerials Floor exercise skills a. Cabriole b. scissors and hitchkick c. step slide - hop, step, hop - side step and kick d. split jump or leap e. modern dance or technique f. static positions

TUMBLING AND FLOOR EXERCISE - GIRLS

10th Grade

TEACHING SUGGESTIONS

During the 1/2 turn to prone support the legs must kip slightly earlier than in a regular kip, to allow body more time to turn.

For the "kaboom" in order to land lightly, the performer must bend forward reaching toward ankles, so impact will be taken on heels and lower legs.

For the yogi, the head position is the exception to the rule. Instead of being hyper-extended, it is tucked so that the performer looks at her knees.

To work into the round-off, back handspring have a student do just a round-off, stop (but do not move feet) and then do back handspring. Gradually have her decrease the time between the two phases.

During the standing back somersault insist the performer tuck low, at ankles. Also be sure the head is not thrown back until point of maximum height.

Floor exercise -

Students should create their own routines.

Better students should be encouraged to use some jazz moves and implement the static positions.

INSTRUCTIONAL MATERIALS

Books:

Gymnastics for Women - Blanche Drury and Andrea Bodo Schmid, Palo Alto, California, The National Press, 1964.

Gymnastics for Girls - Eric Hughes, New York, The Ronald Press Co., 1963.

Complete Book of Gymnastics - Newton C. Loken and Robert J. Willoughby, Englewood Cliffs, N.J., Prentice-Hall Inc., 1959.

Stunts and Tumbling for Girls - Virginia Lee Horne, New York, The Ronald Press Co., 1943.

Films: (IMC)

F1238 Tumbling: Forward Roll

8mm Film Loops: (IMC)

LP1040 Forward Roll (Squat to Stand)
LP1042 Forward Roll (Continuous)
LP1044 Forward Roll (Diving over Mat)
LP1047 Backward Roll (Squat to Stand)
LP1050 Cartwheel
LP1052 Head Balance
LP1053 Hand Balance

Periodicals:

DGWS Gymnastics Guides - June 1963 - June 1965, June 1965 - June 1967, June 1967 - 1969. Division for Girls and Women's Sports of the American Association for Health, Physical Education and Recreation.

Records:

Music for Competitive Free Exercise #HLP - 3090

TUMBLING AND FLOOR EXERCISE - GIRLS

10th Grade

TEACHING SUGGESTIONS

INSTRUCTIONAL MATERIALS

Artistic Gymnastic/Floor Exercise
#HLP - 4006

Floor Exercise Music #LP - 4040 (Series 1)
#LP4050 (Series 2)

Gymnasts - Music for You #LP - 112

EVALUATION

Written knowledge test
- Skill identification
- Skill analysis
- History of gymnastics
- Spotting techniques
- Elements of composition
- Safety procedures
- Skill progression

Skill performance test

Achievement chart: Grading is done by considering the number of skills achieved.

Compulsory skill grading: 5 point system, applied to required skills: 5 for excellent,4 - very good, 3 - good, 2 - poor, 1 - very poor, and 0 if unable to perform the skill. Points may be totaled for all skills and from this a class grading curve determined.

Compulsory routine grading: Similar to Compulsory Skill Grading except that instead of the teacher grading a specific skill she grades a routine of skills.

Optional routine grading: This system is similar to Compulsory Routine Grading in that the student selects her own skills and put them together into a routine. Scores should be included for difficulty; therefore it will be necessary to have the student turn in a list of the skills so the

TUMBLING AND FLOOR EXERCISE - GIRLS

10th Grade

TEACHING SUGGESTIONS	INSTRUCTIONAL MATERIALS

EVALUATION

teacher will know what the routine will include. A difficulty rating is assigned and again multiplied by the performance score.

STUNTS, TUMBLING AND APPARATUS

Suggested Modifications

RULE MODIFICATIONS

Reduce height of apparatus
Substitute benches for balance beam
Emphasis on breaking falls properly
Limit time on apparatus
Include mounts and dismounts and eliminate exercises on apparatus
Eliminate mounts and dismounts and include only the exercises on apparatus
Eliminate dropping from apparatus
Increase thickness of mats
Other adaptations on individual basis

SWIMMING AND WATER SAFETY

Weekly Time Allotment

Grades:	7		8		9		10	
	B	G	B	G	B	G	B	G
Swimming	6	6	6	6	4	4		
Beginner Advanced Beginner Intermediate Swimmer (Advanced) Survival								

SWIMMING AND WATER SAFETY

ORIGIN AND DEVELOPMENT

When swimming was first used as a means of locomotion through water is unknown. Wall carvings of swimmers have been found as early as 9000 B.C. The first written account of the teaching of swimming was found in the records from the Middle Kingdom in Egypt (2160-1780 B.C.) The earliest references to swimming in this country is an account of Benjamin Franklin teaching swimming to children on a visit to England.

Competition has always been the means of accelerating the development of all sports, and swimming is no exception to this rule. The 1880's furnish us with the first records of swimming competition. Much of the development of swimming was due to competitive swimming and the interest in water safety by the American Red Cross. Some United States swimmers who have won national and international acclaim for their prowess in water skills during the past half-century are Charles Daniels, Johnny Weismuller, Adolph Keifer, Alan Ford, Helene Madison, and Ann Curtis. In the 1936 Olympics, the Japanese surprised the swimming world by winning consistently in swimming competition.

The American Red Cross has done much for the advancement of safety in swimming and popularizing swimming as a recreational activity. Far too many people still lose their lives from drowning. One of the most effective means of reducing this mortality rate is through the mastery of basic water skills by all potential swimmers and the observance of safety precautions when in and around the water.

Swimming is a seasonal sport as far as outdoor swimming is concerned, but with the ever increasing number of indoor pools, it is fast becoming a year round activity. Indoor pools are recognized as standard equipment in athletic clubs, YMCA's, YWCA's, schools, and colleges. Outdoor facilities include pools, lakes, seashores, rivers and small streams dammed for this purpose, but only safe and unpolluted areas should be used.

Swimming finds expression in a multitude of activities including recreational, competitive, synchronized water games, diving, life saving, water polo, water skiing, skin and scuba diving, and water safety. All of these activities have as their background certain fundamental water skills.

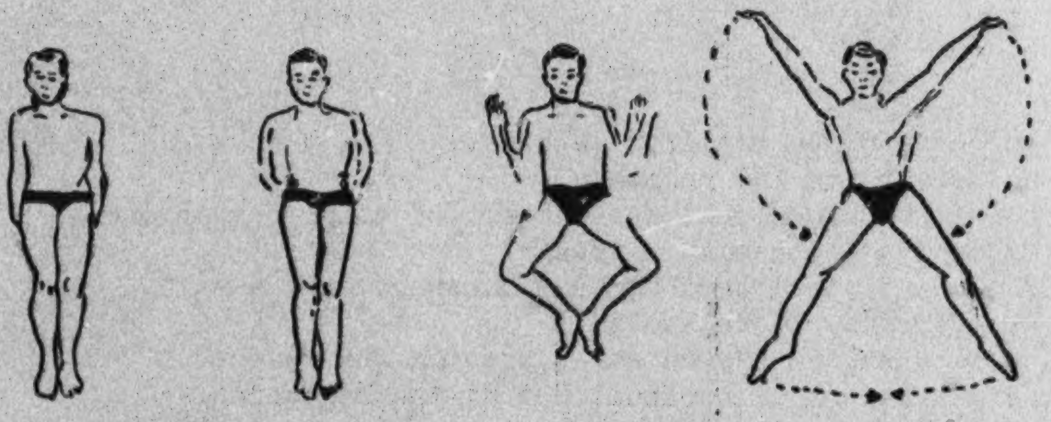
TECHNIQUES FOR LEARNING THE FOLLOWING STROKES INCLUDE:

Floating

1. Practice first in shallow water.
2. Take a deep breath and lie back slowly and easily in the water.
3. Exhale and inhale quickly.
4. Attempt to relax as much as possible and still retain the same position.
5. Open the eyes, as it aids in relaxation.

Elementary Backstroke

1. Keep the hips as high as possible by arching the back.
2. Hands and arms must be kept close to the body on the recovery.
3. Always rotate the wrists before extending the arms in order to eliminate splash.



4. Turn the knees outward in order to keep the legs as high on the water as possible.
5. Elbows should be kept straight throughout the arm pull.
6. The glide should be unhurried.

Sidestroke

1. Keep the body squarely on the side at all times.
2. Maintain the glide as long as possible.
3. Pull diagonally backward and not downward with the lower arm.
4. Keep the top arm close to the body on the recovery and do not over-reach.
5. Keep the legs parallel to the surface on the recovery and kick.
6. Do not kick the legs apart forcibly on the leg recovery.

Breaststroke

1. Arms should not be pulled beyond the line of the shoulders.
2. Arm pull should not be parallel to the surface but slightly down and back.
3. The back should not be arched and the hips should be raised some.
4. Start leg recovery by lifting feet and relaxing the knees, thereby streamlining the recovery.
5. The leg recovery should be easy and relaxed.
6. The leg kick and arm pull should not come together under any consideration.
7. The feet must be hooked before the kick, which means drawing the toes toward the knees.
8. Remember the pull is not to be done hard but with a steady, firm press on the water.

Crawl

1. Relax the legs, bend the knees slightly, keep the ankles and feet loose.
2. Keep the hips high.
3. Turn the head to the side and do not drop the shoulder as this is done.
4. Keep the elbow higher than the hand on the entry.
5. Break at the elbow more as the hand passes under the shoulder.
6. Carry the elbow forward on the initial phase of the recovery.
7. Strive for rhythm between the arms and legs.
8. Make certain that both hands do not lose hold of the water at the same time.

Dolphin Stroke

1. On the kick do not attempt to lift the hips.
2. Turn the hands outward on the recovery.
3. Be sure and slide the hands out on the start of the catch in order to get the timing for the second kick.
4. Do not attempt to push the hands too far backward on the pull.
5. Avoid excessive bending of the knees.
6. Be sure and press downward beyond straightening the knees.
7. Do not breathe at the end of the pull but at the beginning. Breathe quickly!
8. Lay the face on the water and do not push the face in too deep.
9. Keep the arms straight with elbows locked on recovery.

Treading Water

Treading water is the ability to remain afloat in a vertical or semi-vertical position with a minimum of movement by the arms and legs. It is a valuable water safety skill, especially for those who venture in deep water in any small craft.

Description. The body should be in a position as near that of riding a bicycle as possible, which means there is a flection at the hips.

1. Lean over the water with the upper body.
2. Make all movements as slowly as possible in order to relax and so be more buoyant.
3. Develop the kicks and try them all to find which takes less energy.
4. Keep the lungs well filled in order to give added buoyancy.
5. Practice without the use of the hands.

Surface Dive

1. Level the body as much as possible on the surface before attempting the dive.
2. Gain momentum first.
3. The head must be snapped quickly and the chin kept tucked until the body is moving downward.
4. To reach greater depth, raise the legs overhead with a snap and then stroke against surface.
5. Do not arch the back until ready to come to the surface.

Underwater Swimming

1. Take only a normal breath before submerging.
2. Keep the eyes open if possible for more relaxation
3. Do not hurry any stroke.
4. Glide after each stroke to use full momentum and save energy.
5. Learn a good stroke and do not simply condition yourself with a poor one.
6. Practice breath control by sitting on the bottom or hanging on the gutter.

SAFETY

Safety in swimming may be broken down into two groups -- safeguarding from infection and disease, and safeguarding from accidents. Pools present problems different from those encountered in open water swimming.

Contagious Infection

1. Never swim while having any type of contagious infection.
2. Soap showers without suits should be taken before entering any pool and after using lavatory.
3. Bathing caps should be worn in all pools by girls and boys with long hair.
4. Expectorating on the deck should be prohibited.
5. Only those in barefeet or bathing sandals should be allowed on the deck.

Prevention of Accidents

1. Never swim alone.
2. Never dive into any strange body of water headfirst without testing for depth by a feet-first entry or a surface dive.
3. Adjust to the water slowly through a cold shower.
4. Allow ample time to elapse after eating a heavy meal before entering the water.
5. Never yell for help unless real trouble is present.
6. Never push or throw anyone into the water.
7. Do not bring articles to the pool that might cause injury to others.
8. Only one diver should be allowed on any board at a time.
9. The diving area should be cleared of swimmers except those diving.
10. Running on the deck, tag, and horseplay in the water is prohibited.

TERMINOLOGY

American crawl - A term often used to describe a form of swimming in which the swimmer takes six flutter kicks to each complete stroke of the arms.

Australian crawl - Stroke in which swimmer takes an arm stroke for each flutter kick of opposite leg, hence a two-beat crawl. This form is found to be very effective in distance swimming.

Backstroke (elementary) - A less strenuous stroke in which arms move simultaneously under the water with a frog kick employed by the legs.

Backstroke (racing) - A stroke on the back in which arms stroke alternately with recovery out of the water, with legs using a flutter kick, usually six beats to an arm cycle, virtually an inverted crawl.

Bobbing - Alternately going below the water surface and ascending in vertical position with head up.

Breaststroke - Swimming on breast; both hands must move forward and backward together, with shoulders parallel to the water surface and at right angles to forward progress. Legs must be drawn with a distinct bend at the knees, followed by an outward and backward kicking motion, with no up and down movement as in flutter kick.

Butterfly - A stroke in which the arms are recovered simultaneously above the water and the legs are moved together symmetrically. The dolphin kick or frog kick or a combination of both may be used.

Degree of difficulty - A numberical rating given to specific dives in keeping with their relative difficulty. Ratings range from 1.0 for a forward dive tuck on one-meter board to 2.9 points for a three and one-half forward somersault on the three-meter board.

Dog paddle (human stroke) - A primitive form of swimming often adopted by beginners in which the arms are extended forward alternately, usually under water with leg kick inconsistent.

Finning - A swimming stroke in which the swimmer lies on back, feet together, hands at sides. Propulsion comes from movement of hands pushing towards the foot.

Flutter kick - A fast vertical kick, with legs moving alternately and rhythmically in a loose whipping motion, with power for knee and ankle action coming from the hip joints.

Free style - Any desired stroke the swimmer may wish to use. Since the crawl is the fastest stroke it is the one invariably used in this event.

Frog kick - A kick used with the breaststroke. The knees are drawn forward and outward slowly with heels fairly close together, and then pressed backward and outward as the feet whip around in an arc. The kick is completed by squeezing the legs together with toes pointed.

Glide - Movement of body in water after completion of the propulsion stroke.

High board - A term often applied to the three-meter diving board.

Individual medley - A four-course swimming event in which a butterfly stroke is used in the first fourth, a backstroke in the second fourth, a breaststroke in the third fourth and free style in the last fourth.

Inward - Diver stands on board with his back to the water, leaps up and out from the board, rotating his body toward the board, head descending toward water.

Kick board - A buoyant board which may be grasped with the hands and used in developing kicking techniques.

Layout - A diving position in which the body is extended with no flexion.

Low board - A term often applied to the one-meter diving board.

Pike - A diving position in which the body is bent at the hips and the legs are kept stright.

Scissors kick - A kick used in the sidestroke or trudgen. Swimmer starts with legs together, extending them to stride position, with one leg going forward and one backward, both moving in a plane parallel to water's surface. Knees are bent during recovery part of the kick.

Scull - Propelling the body in a dorsal position with a rotary motion of the hands and arms.

Sidestroke - With body on side, arms alternately reach forward under water, and on the pull they alternately move to the same side of swimmer, while the scissors kick is employed with the legs.

Six-beat crawl - A swimming stroke in which there are six beats of the legs in flutter style kick to one full arm stroke. The most common rhythm of the American crawl.

Tread water - A swimming technique that enables the swimmer to reamin afloat in a vertical position by kicking the legs and, if necessary, using the arms extended in a sweeping movement.

Trudgen kick - A double overarm stroke using alternate arms, with legs employing a scissors stroke, and with breathing always on the same side.

Tuck - A diving position in which the body is bent at the hips and knees.

SWIMMING AND WATER SAFETY

All grades - pupils grouped according to ability for instruction.
Also, include with recreational activities and adapted physical education.

UNIT OBJECTIVES

Primary purpose of instruction in basic swimming and water safety for all students is so they may safely enjoy this readily available activity as a means of healthful exercise and lifelong recreation

To appreciate the carry over value of recreational swimming

Group I - Beginners

Psychological adjustment to the water

Satisfactory completion of beginners' requirements

Group II - Intermediate

Ability to demonstrate 5 basic swim strokes

Performance of supplemental safety skills of treading water, floating, underwater swim, surface dive and diving

Group III - Advanced

Knowledge and fundamental skills of basic survival in deep water

Knowledge and appreciation of the values of recreational and competitive activities in swimming

Ability to swim for 10 minutes in prone position

Ability to tread water for 5 minutes

INSTRUCTIONAL CONTENT (and Activities)

Water safety for pools and beaches

a. class discussion on safety and sanitation
b. Film: "Breath of Life", I.M.C.
c. demonstrations using pool safety equipment

Basic - Beginning Swimming

a. float
b. glide
c. kick glide
d. arm stroke
e. arms and legs together
f. back float glide, kick

Intermediate and Advanced Beginner

a. floating
b. standing dive
c. treading water
d. spring board diving
e. underwater swim
f. surface dive

Intermediate and Swimmer

a. sidestroke
b. elementary backstroke
c. breaststroke
d. crawl
e. back crawl

Advance Swimmer and Survival Techniques

a. survival swimming - removal of clothing
b. endurance swim for ten minutes
c. tread water for five minutes

SWIMMING AND WATER SAFETY

TEACHING SUGGESTIONS

Ability group if possible

Breakdown of strokes into arm and leg movement

Allow for practice time

Swim widths in learning new strokes

Teach whip-kick before scissors

Safety

Read pool regulations to class

Provide safety equipment and its use

Emphasis on body cleanliness

Modifications

Water basketball
Pom-pom pullaway
Shark
Hide-the-rings
Use kickboards for leg stroke development
Use pull-buoys or sticks for arm stroke development
Use relays
Synchronized swim skills
Follow-the-leader games

INSTRUCTIONAL MATERIALS

Books

Swimming and Diving, Armbruster
American Red Cross Instructors Manual

Film

"Learning to Swim" - American Red Cross
"Swimming Skills" - McGraw-Hill, I.M.C.
"Breath of Life" - American Red Cross, Public Health Service, I.M.C.

Charts

Nine styles of swimming

EVALUATION

Written Tests

Test on Safety Skills

Group I

1. Red Cross Beginners Test
2. Treading water 1 minute
3. Swim length of pool on back

Group II

1. Performance test on 5 basic strokes for 2 lengths of pool
2. Time test for speed
3. 10 minutes swim on front or side
4. Floating
5. Treading water 3 minutes
6. Underwater swim - 35 ft. w/dive

Group III

1. Tread water 5 minutes
2. Combines test with clothes: jump, float, swim 2 lengths, disrobe, make flotation
3. Tow 2 lengths - wrist, collar
4. Tired swimmers carry
5. Time disrobe test
6. Swim 10 minutes in prone position

SWIMMING AND WATER SAFETY

Suggested Modifications

RULE MODIFICATIONS

Avoid swimming when temperature of water or air is low - suggest 80°F.
Gradual entry into water
Limit swimming instruction time
Have frequent rest periods
Avoid speed or distance swimming
Engage only in mild recreational swimming
Experiment with aquatic skills to find those most useful to the individual
Use of special floating equipment.

MODIFIED GAMES AND SKILLS

Front glide for distance
Sculling, head first
Sculling, feet first
Floating for time (jellyfish, prone, back)
Front somersault
Count fingers of partner under water
Hand stand and hand walk
Flutter kick for distance, one breath
Porpoising - undulating acting, over and under surface
Retrieving objects from bottom
Bobbing for distance
Treading water for time
Tandem swim
Plunge for distance
Surface dive also twisting and somersaults
Water waltz (alternate crawl and back crawl)
Log rolling (full twisting in water)
Bicycling (lying on side, hands and feet doing pedaling action)
Horse and rider wrestle
Follow the leader
Simple water tag
Safety tag
Head tag
Poison
Tunnel swimming
Come over
Speed
Water basketball or goal-hi
Water volleyball
Circle pass
Keep away

BIBLIOGRAPHY

Allen, P. et al. Basketball. Sterling Publishing Co. New York 1965

American Association for Health, Physical Education and Recreation, N.E.A. Washington, D. C.:

How Do We Do It Game Book
Official Archery and Riding Rules and Guide
Official Bowling, Fencing and Golf Rules and Guide
Official Field Hockey and Lacrosse Rules and Guide
Official Soccer and Speedball Rules and Guide 1964-66
Official Track and Field Rules and Guide 1966-68
Official Volleyball Rules and Guide 1966-68
Official Tennis and Badminton Rules and Guide
Physical Education for High School Students
Tennis Group Instruction
Selected Soccer and Speedball Articles
Youth Fitness Test Manual

American Bowling Congress. Official ABC Bowling Guide. Milwaukee Wisconsin

American Red Cross. Life Saving and Water Safety. Doubleday and Co. New York 1956

American Softball Association of America. Official Softball Rules. Newark, N. J.

Armbruster, David et al. Basic Skills in Sports, 4th ed. C. V. Mosby Co. St. Louis, Missouri 1967

Armbruster, David et al. Swimming and Diving. C. V. Mosby Co. St. Louis, Missouri 1963

Armour, T. A Round of Golf With Tommy Armour. Simon & Schuster, New York 1959

Athletic Institute. Chicago:

Archery Instructor's Guide and Archery Handbook
Badminton Instructor's Guide
How To Improve Your Tennis
Track and Field For Girls

Bee, Clair F. and K. Norton. Bee-Norton Basketball Series, 2nd ed. Ronald Press, New York 1959

Berg, P. and M. Cox. Golf Illustrated. Ronald Press, New York 1950

Brown, Robert and K. Ober. Complete Book of High School Wrestling. Prentice-Hall New York 1962

Bruce, B. and E. Davies. Beginning Golf. Wadsworth Publishing Co. Belmont, Calif. 1962

Bunn, John W. Basketball Techniques and Team Play. Prentice Hall, New York 1964

Burchenal, Elizabeth. Folk Dance and Singing Games. Schirmer Inc. New York 1952

Burke, Edmund H. Archery Handbook. Arco Publishing Co. New York 1960

Cohen, Harlan. Power Volleyball Drills. Creative Sports Books

Colson, John. Progressive Exercise Therapy in Rehabilitation. Williams and Wilkins Co. Baltimore 1959

Cosom Company. Cosom Hockey. Minneapolis, Minnesota

Czarnowski, Lucile. Folk Dance Teaching Cues. National Press Publications, Palo Alto, California

Daniels, Arthur. Adapted Physical Education, 2nd ed. Harper & Row. New York 1965

Davidson, Kenneth and L. R. Gustavson. Winning Badminton. Ronald Press, New York 1964

Davlin, J. F. Badminton For All. Doubleday and Co. New York 1937

Dayton, O.W. Athletic Training and Conditioning, Revised ed. Ronald Press, New York 1965

DeMille, Agnes. The Book of Dance. Golden Press, New York 1963

Dengel, Roni. Dance and Be Charming. Four Winds Press, New York 1965

DiClemente, Frank F. Soccer Illustrated. Ronald Press, New York 1955

Doherty, John D. Modern Track and Field, 2nd ed. Prentice-Hall, New York 1963

Donnelly, R. J. et al. Active Games and Contests. Ronald Press, New York 1958

Dratz, John, et al. Winning Wrestling. Prentice-Hall, New York 1966

Drury, B. J. and A.B. Schmid. Gymnastics for Women. National Press Publications, Palo Alto, California 1965

Duggan, Ann, et al. The Teaching of Folk Dance. Ronald Press. New York 1948

Dypwick, O. et al. Golf, Swimming and Tennis. Creative Education, Mankato, Minn. 1962

Fait, Hollis. Special Physical Education. W. B. Saunders Co. Philadelphia 1966

Fischer, Leo H. How To Play Winning Softball

Fleishman, Edwin. Examiner's Manual for the Basic Fitness Tests. Prentice-Hall, New York 1964

Gannon, R. The Complete Book of Archery. Coward-McCann, New York 1964

Gardner, Frank. *Young Sportsman's Guide to Wrestling*. Thomas Nelson & Sons, Camden, New Jersey 1963

Gianakaris. *Action Drilling in Wrestling*

Grombach, J. W. *Touch Football*. Ronald Press. New York 1958

Harrington, A. P. *Every Boy's Judo*. New American Library, New York 1966

Harris, Jane, et al. *Dance A While*. Burgess Publishing Co. Minneapolis, Minn. 1964

Herman, M. Folk *Dance for All*. Barnes & Noble, New York 1947

Keen, Clifford, et al. *Championship Wrestling*, 4th ed. U. S. Naval Institute, Annapolis, Maryland 1964

Knoph, Alfred H. *The Baizoi Book of Modern Dance*

Kobayashi, K. and H. E. Sharp. *The Sport of Judo*. Charles E. Tuttle Co., Rutland, Vermont

Lampkin, Lucy. *The Dance In Art*

Leeman and Williams. *Learn Wrestling*

Loken, N. C. and R. J. Willoughby. *Complete Book of Gymnastics*. Prentice-Hall, New York 1959

Macias, Rummy. *Learning How: Wrestling*. Creative Education, Mankato, Minn. 1965

Marsh, Lucille and Agnes. *Educational Dance Series*

Martin, John. *Modern Dance*. Dance Horizons, Brooklyn, New York

Martin. *Mechanics of Wrestling*

Mathews, Donald. *Measurement in Physical Education*. W. B. Saunders, Philadelphia 1963

Melcer, Fannie. *Staging the Dance*. W. C. Brown, Dubuque, Iowa 1955

Meyer, Margaret and M. Schwarz. *Team Sports for Girls and Women*, 4th ed. W. B. Saunders, Philadelphia 1965

Miller, Kenneth. *Track and Field for Girls*. Ronald Press, New York

Minneapolis Women's Bowling Association. *School Bowling Program Manual*

Murray, Arthur. *How To Become a Good Dancer*. Simon and Schuster, New York 1959

National Collegiate Athletic Association. *Rule Book*

National Federation of State High School Athletic Associations. *Track and Field*. Chicago

Noren, Arthur. Softball, 3rd ed. Ronald Press, New York 1966

Norris, D. E. K. Keynotes to Modern Dance. Burgess Publishing Co. Minneapolis 1965

Owen, Maribel. The Fun of Figure Skating. Harper & Row, New York 1960

Provaznik, Marie and N. B. Zabka. Gymnastic Activities With Hand Apparatus For Boys and Girls. Burgess Publishing Co., Minneapolis, Minn. 1965

Richardson, T. D. The Girl's Book of Skating. Roy Publishers, New York

Roth, B. Here is Your Hobby; Archery. G. P. Putnam & Sons, New York 1962

Sanders, Doug. Compact Golf. Thomas Crowell Co., New YOrk 1964

Scott, Barbara Ann and Michael Kirby. Skating for Beginners. Knopf, Alfred, New York 1953

Scott, M. Gladys and Esther French. Measurement and Evaluation in Physical Education. W. C. Brown, Dubuque, Iowa 1959

Scott, Phebe M. and V. R. Crafts. Track and Field for Girls and Women. Appleton-Century-Crofts, New York

Seaton, Don C. et al. Physical Education Handbook, 4th ed. Prentice-Hall, New York 1964

Teague, B. F. Basketball for Girls. Ronald Press, New YOrk

United States Lawn Tennis Association. Tennis Guide

Vannier, Maryhelen and H. B. Poindexter. Individual and Team Sports for Girls and Women. W. B. Saunders Co., Philadelphia 1960

Wehrer, Charles D. Track and Field. United States Naval Institute, Annapolis, Md.

White, Betty. Teen Age Dance Book. McKay Company, New York 1963

Williams, Dave. How To Coach and Play Championship Golf. Prentice-Hall, New YOrk 1962

Winterbottom, W. Training for Soccer

World Tennis